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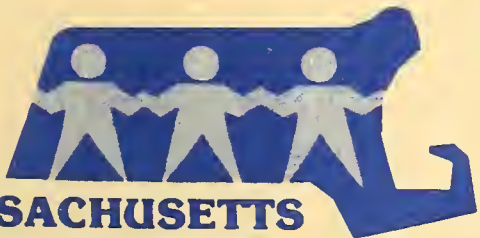
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RESOURCES FOR SCHOOLS

MASSACHUSETTS
DEPARTMENT
OF EDUCATION

#14 COMMUNITY EDUCATION AN ACTION HANDBOOK



MASSACHUSETTS
DISSEMINATION
PROJECT

FALL 1979

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Finally, we gratefully acknowledge the interest and response of the many school districts, cities, and towns that contributed to this handbook. We continue to encourage other community and school personnel to send additional information to: The Bureau of Community Education and Adult Services, 31 St. James Avenue, Boston, Mass. 02116.

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Fall 1979

14. COMMUNITY EDUCATION: AN ACTION HANDBOOK

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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resources and materials for school programs and services;
- to assist regional education centers and the Department in increasing and improving information services to educators, parents, and students in the state;
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department's Boston office. In addition, each regional center had designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. Ultimately, the regional centers will function as switchboards — sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series — as its name suggests — is one way the project is helping make these connections. *Please contact a member of the project staff for more information about the series, the project, or the regional center nearest you.*

RESOURCES FOR SCHOOLS presently available:

1. *A CATALOG OF PUBLICATIONS FROM THE MASSACHUSETTS DEPARTMENT OF EDUCATION* (revised edition)
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RESOURCES FOR SCHOOLS topics to look for in the future:

- student rights and responsibilities
- educational services for the classroom
- sex equity training strategies
- expanding vocational education opportunities

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FOREWORD

"The Massachusetts Board of Education has increasingly recognized the importance of a partnership between the schools and the community in providing meaningful and effective services to all members of the community." according to Charles T. Grigsby, the Board's Chairperson.

Many people, in fact, have joined Mr. Grigsby in recognizing that community education is one of the most exciting educational ideas to emerge within the past fifty years. Public schools, civic groups, community colleges, neighborhood associations, youth, elderly, parents, and politicians have increasingly taken hold of the ideas and resources connected with community education and have created a "commonwealth" of programs throughout Massachusetts.

Perhaps the best explanation for the growth and interest in community education is captured in the recent Board of Education policy paper. In its clearly stated introduction, the Board takes the position that:

Community education offers local school districts a means for responding to the recent public demand for responsive governmental services and the desire for a reduction in taxes which support those services. Community education provides for the development of clear and mutually supportive relationships between the schools and the community. Community Education offers a new role for public schools in which the schools and local citizens are active partners, providing learning and service opportunities through cooperation with other organizations, associations, agencies and/or individuals.

Because community education suggests that the full range of human, physical and financial resources of a community can be more efficiently used, it may also provide a means for reducing the complexity and duplication of governmental services of all types by responding to local needs at the local level. Public schools can serve as an initiating force in the development of this process because the public schools as one of the community's human service delivery systems are the most visible, provide the most sophisticated facilities, have the most impact on the local tax rate and have direct access to the largest numbers of the population.

We feel it is particularly timely for Massachusetts to demonstrate leadership in this area because of the pressing need for making maximum use of our school facilities and community resources. Through this book, we are able to more clearly indicate the progress that has taken place in Massachusetts in recent years and illustrate the exciting potential for continued growth in community education.

SECTION I: OVERVIEW OF COMMUNITY EDUCATION

This opening section of the book takes a look at some of the most relevant definitions, concepts, goals, and benefits of community education today. As current economic and social trends place increasing pressures on our educational and community resources, community education programs become a more viable option for meeting the multiple needs and demands of citizens nationwide.

The Massachusetts Department of Education has recognized the potential of community education and has taken important steps to promote this concept. Through recent reports and policy papers, it has demonstrated leadership, direction, and support for Massachusetts communities interested in developing or maintaining community education programs. Both the Board of Education and the Department of Education (through its Bureau of Community Education and Adult Services) have strongly endorsed the major ideas outlined in this section and have indicated an ongoing commitment to community education programs throughout the state.

This section helps to set the stage for a more detailed examination of current community education programs, resources, and strategies in the Commonwealth. These issues will be explored in the four sections that follow the Overview.

In attempting to acquaint the readers with the concept of community education, the authors recognize that there is no single best definition. Different community education programs and experts generally agree on many points, but certainly not on all. After reviewing many definitions and core concepts, we have assembled a composite definition that we believe encompasses the essence of the community education concept as presented by many others. We present this working definition:

Community Education is a concept based on an active partnership between the educational system and the community. It stresses the identification of community needs, the utilization of all available resources, and the sharing of power in the process of educational decision making. Additionally, it recognizes the importance of learning as a lifelong endeavor and encourages full access to educational, social, economic, recreational, and cultural services for all members of the community.

A significant educational development in the United States during the last few decades has been the increasing implementation of the community education concept. This concept conceives of schools and other community facilities as educational centers that operate in a partnership with other groups in the community to provide recreation, adult and continuing education, and a variety of other community and social services. Such maximum use of community resources through total community involvement results in broader and more diversified programs. Economy is achieved through new uses of existing resources and the elimination of duplicated efforts. The specific services provided by individual community education programs are determined by the particular needs and resources of the community they serve.

Developments in Massachusetts

In recent years, community education as a concept and as a reality has found increasing momentum and support throughout the Commonwealth. Though some programs have long involved people and resources in their community, the current growth appears connected to several factors:

- *First*, the noticeable decline in school-age population has forced many communities to consider new uses of educational facilities.
- *Second*, the overall movement toward greater citizen participation in issues of social concern has particularly taken root in the area of education, the public institution with which most people are familiar.
- *Third*, the trend toward lifelong learning has re-kindled adult interest in, and request for, continuing education.
- *Fourth*, a growing emphasis in our many diverse neighborhoods on issues of restoration and self-help has brought community and education concerns to the forefront of more people's lives.
- *Fifth*, the obvious concern over limited resources — financial and otherwise — has encouraged most communities to re-examine ways of coordinating, sharing, and otherwise maximizing people, program, material, and institutional resources.

One clear result of these trends has been a more thoughtful consideration of schools as "community education centers." Particularly as programs begin to demonstrate their cost effectiveness, the notion of expanding schools from formal, traditional learning centers to total community opportunity centers for all ages — emphasizing the educational, social, recreational, cultural, human services, and economic development — has gained greater acceptance.

As more communities consider and accept community education, the factors that help determine successful programs become clearer. Based on our study of programs in Massachusetts, some other crucial factors were: formal support of school committee; support and interest of the superintendent; initial allocation of funding; establishment of a Community Advisory Council; implementation of a community needs (and resources) assessment; endorsement of the building principal(s); municipal support and participation; active and responsive leadership.

In Massachusetts, several recent activities have indicated important expressions of commitment by the state to the concept of community education. Two events in particular have lent support and credibility to this growing educational movement. In 1977, the Massachusetts Community Education Commission (MCEC) was established to conduct a survey on nationwide community education policies. Among the many findings and recommendations in this report was a section examining key characteristics and practices of Massachusetts programs. The survey also looked at legislative actions and trends regarding community education in each of the states. Among other things, the results stressed the importance of community involvement in decision-making, the availability of outside funding sources to help programs develop, the necessity of on-site staff, and the wide range of administrative/programmatic models already in existence throughout the Commonwealth.

New Directions and Leadership

Shortly after the MCEC report was presented to the Massachusetts Board of Education, the Board produced its own policy paper on community education in Massachusetts (1978). Specifically, the Board endorsed the work of MCEC and supported the findings of Congress as outlined in the "Community Schools and Comprehensive Community Education Act of 1978."★

★These findings are available in the *Policy Paper on Community Education* or from Washington, D.C. (HEW/Office of Community Education)

More important, the Board itself identified eight major goals and objectives of community education. Highlights of the eight goal statements are included below. The Board of Education recommends the following:

1. Opportunities for increased access to the diversity of services within the community through the use of a central facility.
2. Opportunities for citizen participation in planning and decision-making through citizen advisory councils.
3. Cooperation and coordination among agencies and institutions to deliver educational, recreational, social and cultural services to all.
4. Planning and development for using and sharing the resources of civic, business, labor, cultural, and community organizations, as well as local, state, and federal agencies.
5. Recognition and encouragement of each person's opportunities for lifelong learning.
6. Opportunities for volunteerism — to bring into the schools the diverse experience and expertise of all segments of the community.
7. A partnership between the schools and the community.
8. Opportunities for parents to become more involved in the lives of their children and the life of the school.

Benefits and Building Blocks

The Department of Education's recent policy paper, which includes a statement of goals, products, and recommendations, offers a framework for promoting the growth of community education throughout the Commonwealth. In addition, both the Board of Education and the Department of Education have been discussing ways of providing developmental, technical, and financial assistance to community education programs. This action guidebook represents an initial step in that direction.

Yet, even with fresh support from the state, considerable work remains for local communities interested in building viable community education programs. A key step for committed individuals to take involves translating the broad goals and purposes, as outlined in the previous pages, into tangible benefits and building blocks in their own communities. To this end, we have included a summary of community and educational benefits based on our recent survey and study of community education in Massachusetts. The following points reveal some of the most convincing arguments for the establishment and maintenance of community education programs today:

- *Cost-Effectiveness of Programs.* Potential for drawing outside funds from a variety of sources; also high social and educational returns for relatively small dollar investments.
- *Maximum Utilization of Schools.* Expansion of program offerings and multiple use of facilities throughout the calendar year.
- *Development of Sense of Community.* Establishment of both individual and neighborhood identity and development by unifying the influence of home, school, and community.
- *Promotion of Community Participation and Involvement.* Encouragement of parent and citizen activity and communication through planning and decision-making in education and community development.
- *Focus on Special and Basic Needs of Total Community.* Concerns for programs that meet the most immediate educational, social, recreational, family and career needs of all segments of the community.
- *Coordination of Educational and Human Services.* Organization of current educational programs, policies, and personnel for purposes of improving collaboration in the delivery of services.
- *Identification of, and Access to, Community Resources.* Recognition and use of educational and community resources that promote equal opportunities for individual learning and community development.
- *Establishment of Community as Learning Environment.* Realization that much education occurs beyond the walls of the school building and, in fact, grows from community life.
- *Preparation for a Changing Society.* Understanding and responding to rapid changes in educational, career, technological, economic, and social environments necessitates ongoing education.
- *Support for Existing Educational Programs and Personnel.* Awareness of the need to link new community education efforts to current staff and current activities whenever possible.

Next Steps

In less than a decade, we have come to view and understand our nation's resources in a very different light. Assumptions that we have held in the past about "unlimited growth and potential" have come crashing down around us. Cutbacks and belt-tightening have become the new watchwords.

Against this backdrop, community education has reappeared as an essential renewable resource, more and more in demand across Massachusetts and the nation. The past few years have been particularly significant in this state as indicated by the several key developments at the state level. New directions, new leadership, and a host of reasonable arguments have helped to spur new activity in all parts of the state.

To better appreciate the ideas and activities occurring on the local level, the remaining sections of this book share with the reader a more detailed picture of the community education programs, resources, and strategies at work in Massachusetts.

SECTION II: SIX CASE STUDIES

The task of choosing six programs that represent community education in Massachusetts was not an easy one. Several factors were taken into account during the selection process, including: geographic location, type and size of community, source of financial support, program offerings, overall model structure, and special features.

Of the more than 150 programs that responded to our survey, there were many that merited consideration. The six that were chosen do represent a varied and exciting range of community education programs:

ACTON-BOXBOROUGH, in the Greater Boston region, is an example of a program that has expanded greatly in just a few years through a creative working relationship with its school department and its town meeting. ANDOVER, in the northeast section of the state, is a large, suburban program whose school department anticipated the funding crisis several years ago and helped the program work out substantial and flexible financial support from the town. In a more central and rural part of the state, the ASHLAND program exists independently of the school system and operates on a limited budget and a strong community commitment. BOSTON, a municipally-sponsored program, illustrates a city-wide community school system which has 18 different neighborhood sites that are supported through a combination of centralized and decentralized resources. BROCKTON, in the southeast, emphasized a highly centralized program that makes available a wide range of academic, career, recreational, arts and crafts, cultural, and practical skills offerings. Finally, the SEED program in the western part of the state is a regional collaborative model serving 6 neighboring communities through extensive teacher training and mini-grant fundraising.

ACTON-BOXBOROUGH

The Community

The Acton-Boxborough area has experienced substantial growth over the past 10 to 15 years. Because of its proximity to the Route 128 "Industrial Belt", many middle class professional families have made their home in these communities, which have access to both Boston and open spaces. Over the past decade the towns have changed from essentially rural to prosperous suburban communities. Today Acton has approximately 22,000 residents, and Boxborough 4,000. They have a regional school system.

Origins

In 1973, the assistant superintendent of the regional high school, Dr. Gary Baker, suggested the community education concept to the school committee. He stated that "schools have a commitment to the whole community and school system and not just to children." He believed the interaction between community and school system, citizen and schools, would be good for publicity and would take some of the mystery out of schools. Initial hesitation was expressed for fear of duplicating the efforts in neighboring areas. However, with support from the regional school committee chairperson, the community education proposal was presented as a Town Meeting article. Two important purposes were established in this way: 1) the budget for community education does not become hidden as a line item in the school budget, and 2) the program is then directly accountable to both the citizens of the community and the school committee. With some resistance from the more traditional folks in the community the program was passed at each Town Meeting on a three year decreasing budget. The program was awarded \$11,500 in its first year with the expectation that it would be self-sufficient in four years.

Program

The community education program in Acton-Boxborough was built upon an existing part time adult education program. Bill Ryan was hired in 1975 as program director to build a strong and representative program. Through an informal survey of key community people, he discovered two important characteristics of the area: 1) service and program gaps existed as a result of rapid population growth, and 2) many talented people lived in the area and were available as potential resources. Following months of work the decision was made to:

- begin day time scheduling in places such as churches and condominiums;
- expand the number and scope of offerings;
- develop a program for retarded young adults.

From these initial decisions, Ryan has built a vibrant program. His philosophy has been simple and direct: "I view community education as building community; community education is much more than enrichment." He will try anything. He abhors waste and views his role as a broker between resources and needs within the community.

Today the community education program includes:

- 1) *Evening Program.* 325 evening enrichment courses.
- 2) *Day Program.* 100 courses located in churches, condominium complexes, social service agencies, and homes.
- 3) *College Program.* 75 undergraduate and graduate level courses from Boston University and Middlesex Community College.
- 4) *Pre-School and Child Development Program.* 20 high school students supervised in an accredited Child Development course with 50 pre-schoolers.
- 5) *Summer Camp.* 300 elementary school children in 6 week program.

- 6) *Community Garden Program*. 125 garden plots in cooperation with Acton Conservation Commission.
- 7) *Acton-Boxborough Jamboree '79*. Newly offered, 2-day summer festival featuring drama, games, music, crafts, food, special events. Designed to demonstrate community cooperation in its best sense. Organized on voluntary basis.
- 8) *Social Club for Handicapped Young Adults*. Funded through Acton Rotary Club, Acton Center Congregational Church, and the Minuteman Association for Retarded Citizens.
- 9) *Conference of Local Community Agencies*. Held twice a year to facilitate better communication among local agencies.
- 10) *Community Calendar*. Listing of all community activities and events mailed each month to all Acton-Boxborough organizations and agencies.
- 11) *Community Issues Forum: "Shaping Acton's Future."* Ongoing series of lectures, workshops, special projects and task forces on issues related to Acton's future growth and character. Funded by a two year grant from Massachusetts Foundation for Humanities and Public Policy.
- 12) *Acton-Boxborough Community Radio Station*. Operated through joint efforts of Superintendent's office, Community Education Office, High School Audio-visual Department, and private contributions from local businesses, corporations and individuals.

Funding

From the initial town meeting's award of \$11,500, an entirely self-sufficient program now runs on a \$130,000 budget. Funding comes from a variety of sources. Course fees account for a substantial proportion of the budget. (There is no sliding scale though senior citizens pay no fees.) In addition, the program has done an excellent job of fund raising for specific programs. Most have been funded individually from either a particular source or from a range of local contributions, rather than through allocations from a general budget.

Resources

Acton-Boxborough believes that everything and everyone are possible resources and potential contributors to building community. Physical resources include not only *full* use of the schools (rent-free) but churches, condominium complexes, local agencies, even private homes. Staff resources include a pool of 200 paid instructors at \$8 to \$10.50 per hour, high school students, volunteers, CETA workers, and college students. Citizens have come to view the program as a major resource for information, facilities, special programs, and services.

Issues

The community education program has arrived at the point where it is an integral, essential element in community life. It is an institution with influence. This position has been built with care. What has accounted for its success? Among other things, this school-based program has always had school committee members on the advisory board. This demystifies the community education program. School administrative support is also essential. Since administrators and faculty are being asked to share their work space with an additional set of teachers and administrators, the concern for smooth transitions is always present. The extensive sharing of facilities and resources greatly extends the use of those resources. However, burdens of maintenance and wear are also greatly increased. Custodial responsibility to service sites which are continuously used by hundreds of people is fundamental to on-going success of the program. Cost for this invaluable function must be considered in the program budget.

And, although it may not be appropriate or essential for every program, initial Town Meeting sponsorship generates a direct link to the community. Above all, the community must feel a vested interest, a sense of ownership in the community education process, and confidence in its community leaders.

ANDOVER

The Community

The town of Andover is one of the oldest incorporated communities in Massachusetts, dating to the seventeenth century. Today, it has a reputation as one of the more affluent, desirable suburban communities in which to live. Many of its 26,000 residents are professionals who work in or around the urban centers of Lawrence and Boston, though there is some small industry in Andover itself. Residents say they are willing to work outside the community, knowing that they can return each day to a town that takes pride in its extensive educational, cultural, and physical resources and its pleasant, secure neighborhoods.

Origins

One of the amenities of living in Andover is the community education program. The current program was created between 1970 and 1972, following a report from the Town Manager to the Board of Selectmen that noted "the recreation program in Andover is not of the quality nor extent it might be for a community this size or character." An ad hoc group studied the concept of community education as detailed in the Boston Community Schools Plan of Operation. In the summer of 1971, the Recreation Study Committee recommended the following:

- "1. That we have in the town of Andover a community education recreation program.
- "2. That there would be maximum utilization of existing public facilities, including but not restricted to, parks, playgrounds, community centers, and school facilities.
- "3. That programs shall meet the needs of persons of all ages: youth, young adults, parents, elderly, handicapped.

"4. That the present seven person committee be retained for one year and be expanded to include the town manager and school superintendent. After the first year the governing committee will consist of the town manager, the school superintendent, and representation from each community school neighborhood.

"5. That the director shall be chosen by the committee as outlined in number 4. He/she shall be qualified in recreation and community school programming."

The recommendations were endorsed by the Selectmen in February 1972 and by the Fall, the new Recreation/Community School Department was underway. The early focus emphasized physical education activities, while an on-going study of community needs and interests, and what activities were being provided by other agencies, and where expansion of community schools programming would be most effective was undertaken. Early collaboration with the Andover School Department resulted in the new structure incorporating adult education, physical education recreation programs, the summer school enrichment program, and other smaller programs.

Structure

The structure developed eight years ago can best be described as a municipally-supported model with considerable cooperation from the public schools. There is no formal programmatic relationship between the two institutions; however, there is a very important informal connection, based on a close working relationship between the town manager, the school superintendent, the program director, and the Advisory Council. The program is set up to provide academic offerings, enrichment/practical arts courses, targeted social services, and numerous recreation activities. Staff includes a full-time director, two program supervisors, one full-time secretary, two parks people, forty program directors, and over two hundred program instructors. Custodial assistance in the nine schools is provided by the school department.

Funding

One of the highlights of the program is the funding arrangement that has evolved over the years to support the structure's numerous staff and activities. The first important decision on funding was made at the program's inception, when the Town Meeting agreed to cover the costs of operation. By making the budget a town priority as opposed to a school priority, Andover has avoided many of the cutbacks facing schools because of declining enrollments and rising costs. Because the program opted initially for municipal support and because the program has demonstrated success over the years, the funding support has been consistently available each year. As expressed by many people in Andover, "the community is willing to support services it deems valuable."

Another interesting aspect of the budget is the dual allocation approach. Each year since 1972, the Town Meeting has allocated monies for fixed costs covering administration, maintenance, recreation, and enrichment courses. This has increased from approximately \$40,000 in FY '73 to over \$200,000 in FY '80. In addition, the town began advancing "self-supporting money" to the program four years ago. These "extra funds" (which have increased from \$12,000 to \$45,000 for this year) are "mandated to be returned through user fees". This more flexible allocation allows specified programs to experiment each year without fear of running major deficits.

Other Elements of Success

Besides a favorable budget situation, there are other factors contributing to the program's success. The publicity efforts are extensive. Three times a year, all 9,500 households receive the program catalogue in the mail. Regular press releases, a weekly column in the paper, and ongoing communications and community outreach are another part of Andover's public relations.

A second and very key reason people have a positive view of the program has to do with the efficiency of the administrative and program staff. Director Joan Pearson feels much of the program's credibility and favorable "municipal image" can be traced to a combination of hard work, attention to details, personal follow-up, and community exposure on the part of her staff. Joan also mentioned the need to be well prepared for Town Meetings and to be up-to-date on new programs and administrative operating procedures. A third factor in the program's success is a willingness on the part of key officials, including the superintendent, to try new things and to be open to change. Finally the Andover program believes in a sense of "balance" between the schools and the community, between opportunity and responsibility, and between efficiency and flexibility.

Directions

The stability and success of the program notwithstanding, the Andover community education program is presently faced with several issues and challenges. Since the program has incorporated one of the town's major elderly programs, new potential *and* new problems have developed. On the one hand, this expansion represents an important partnership between community education and social services delivery in Andover. Assuming the community education program demonstrates a serious and sincere commitment to this new area, an important bridge will be established between community education and community development. On the other hand, there is potential for a more bureaucratized and uncertain relationship if a cooperative arrangement cannot be worked out. The importance of this new partnership, particularly the possibility of increased resources, should encourage both parties.

Other issues facing the program include the need for more definable community input and for Andover residents to have a sense of the community education concept and structure that goes beyond attendance at courses. Fortunately, given Andover's current staff and support, these challenges should be met.

ASHLAND

The Community

Ashland is a small residential community bordering Framingham. It is a fairly homogeneous community of 9,000 residents. Commuters to Boston or other nearby cities are engaged in office work and managerial positions, while other residents seek employment in local factories. Because the town has a very high tax base, the number of public services available to the community is limited. Nevertheless, the large amounts of conservation land and the proximity to major urban centers has attracted both people and development to the area.

Origins

The Ashland Educational Community Center, known as the AECC, was organized in 1972 by David Magnani, an Ashland resident and a student of community education. The concept for the Center developed from the belief that the residents of a community should have:

- access to community facilities
- access to programs for members of that community, and
- access to programs in which participation is voluntary at all levels.

From the beginning, AECC staff believed that people generally have a concern for programs in which they are participants as teachers or students. The expectation was that people would become involved and feel ownership of the program. At the same time support was enlisted from key people within the community such as the high school principal, the superintendent of schools, the board of selectpersons, the members of the planning board and the local news correspondent from the Framingham paper. The involvement of these people was another step in broadening community involvement and support. The Center currently serves 1,500 people or more than 15% of the town residents. Every household receives the AECC newsletter and at least half the town turns out for the annual events sponsored by the Center. Periodic needs assessments are part of the AECC.

Program

The first program that AECC undertook was a pre-school program which provided a place for mothers of young children to get together and discuss mutual interests and concerns while their children were involved in supervised activity. It was not just a drop-off center but rather a place for both children and parents to learn and to teach. At the same time, the facilities in the high school provided a laboratory component for home economics students to gain "hands on" experience in child development. This initial program was very successful and support from participants was instrumental in convincing the town of the importance of the Community Center.

The AECC publishes a monthly newspaper that carries information about the Center, town events and news. This paper, staffed entirely by volunteers, is distributed to all households in the community. It represents a regular source of information for residents of all ages and serves to introduce new members into the community. In this way, the newspaper enhances the Center's role as an information and resource clearinghouse.

A large adult enrichment program currently offers courses according to participant demand. Recent offerings ranged from disco dancing to vegetarian cooking. Volunteers teach all of the enrichment courses which are available without charge. Instead, people are expected to provide some in-kind service to the Community Center program.

A recent project of the Community Services component is the Community Organic Gardening project, which has generated participation from many members of the community. Finally, two annual events organized through the Center have become popular traditions in Ashland. The pre-Christmas Fair and the Spring Festival are coordinated by the pre-school parents and draw many town residents.

Funding

Can a very successful program stabilize or reduce its budget while expanding its programs? As strange as this sounds, that has been the operating principle at Ashland. Two years after it began operation (with the partial support of small grants for pre-school education), AECC obtained approval from the Town Meeting to obtain funding from a special article. Of the approximately \$12,800 allocated, two thirds pays the salary for the full time coordinator and the rest goes toward program development, equipment, and supplies. To supplement these costs, members of the community arrange fundraising efforts and make occasional contributions. The newspaper has added its support by soliciting paid advertising to increase the program's funds. Other paid staff, including one full-time and one half-time person, are funded by C.E.T.A. The new garden project recently received a small federal grant. Also, an emphasis on volunteer participation, stressing initial training and supervision for specified, manageable tasks, has been very successful. This allows people to participate in an organized fashion, which strengthens their sense of contribution, systematically increases their knowledge of community operations, and encourages leadership skills.

Resources

In addition to the many people who contribute to the program, the AECC utilizes four school buildings and community churches. Also, agencies including the 4-H Cooperative Extension Service, Northeastern University's Warren Center, the Department of Environmental Management, the Y.M.C.A. and the Massachusetts Audubon Society have collaborated with Ashland in addressing issues such as land management, inter-agency cooperation, and youth apathy and violence.

Issues

While additional funds are a blessing to any program, Jackie Borck, current director at Ashland, feels that the continued participation of volunteers and the expansion of community-based ideas and projects are the major "resources" to develop. The Center is constantly trying to establish programs that include more working individuals and fathers, as well as mothers, for comprehensive community participation. They realize the most successful programs are structured to take positive advantage of the time and talents of community members.

Progress

The Community Organic Gardening Project, developed by environmentalist Steve Tracy and director Jackie Borck, in conjunction with the South Middlesex Extension Service, is the most recent direction the program has taken. It represents important progress because it expands the concept of the Community Center from education to community services and community development (i.e., food production and self-reliance). The experimental methods teach new techniques of farming and energy utilization. These novel approaches (known as "French Intensive Farming" and "Biodynamic Polyculture") have the potential to become marketable and improve the economic development of the community. The program has attracted a broad range of participants, both old and young, and promises to become bigger and better. However, like other community education programs that are expanding beyond more traditional education offerings, this project will generate new problems — because it is new and different — and will demand new strategies for reaching solutions. To the degree that Ashland can anticipate these difficulties, the program will realize necessary growth and progress toward larger community issues.

BOSTON

The Community

Boston (population 650,000) is a city of distinct neighborhoods and ethnicities. Sizable new communities of Asian and Hispanic immigrants have joined with longer-standing Irish, Italian, Black and "Yankee" populations to create an urban center rich in history, culture, and diversity. It is also a city experiencing rapid development and change. Extensive new commercial, business, and residential projects have focused national attention on Boston as a center of "urban revitalization." The sudden growth has also intensified competition for the city's resources among Boston's neighborhoods.

Origins

The Boston Community Schools Program (BCSP) was inaugurated in 1972 and represents a unique partnership between Boston's neighborhoods and the city. The BCSP, under the auspices of the Mayor's Office, provides educational, recreational, cultural, and social programs for all ages at eighteen new, multi-million dollar school facilities across the city.

Part of the impetus for creating the BCSP was the belief that these new facilities service the *whole community* during and after regular school hours, thus becoming genuine community centers for Boston residents. A related economic argument was that the program would also represent a greater social return on the City's investment. Despite serious objection from the Boston School Committee, a decision was made to move ahead and develop a municipally supported community education program.

In early 1974, a task force was formed by a City-Wide Advisory Committee to report recommendations on the reorganization of the Boston Community Schools. The task force produced a series of reports examining and defining roles, relationships, responsibilities, and goals,

which were then submitted and adopted (on a consensus basis) by the City-Wide Advisory Committee — a group of twenty-eight community representatives and three administrative office staff. This group established three premises central to the future operations of the program:

1. The needs of the community can best be served through an effective and working partnership between the city of Boston and its neighborhoods.
2. The development of strong and representative local community school councils will help identify local needs and initiate appropriate action through the application of community organizing and council development techniques and efforts.
3. With appropriate technical assistance, councils will be able to make the best possible decisions in the critical areas of personnel selection, program design, and resource allocation.

Operation

The design of the Boston Community Schools Program indicates a unique administrative and programmatic structure. At the heart of the model is the private, non-profit status of each of the eighteen community schools. Each school is governed by a community school council consisting of locally elected neighborhood representatives. The councils meet regularly to assess its community's needs and to create the most responsive programs to meet the changes and demands of the neighborhood. The councils are responsible for the planning, programming, budgeting, personnel, public relations, and fund raising for their programs. Each community school is represented on the Boston Community Schools Board which acts as a forum for the city-wide program. The BCSP, as a result of this arrangement, is supported by a combination of city funds and money raised by each community school from public and private sources.

The primary emphasis within the structure is on the *community school councils*, which have extensive organizational and administrative functions. This design has allowed local representatives to be involved in the development of their school's program from the start. "When people have a real voice in running the school, the potential is limitless," according to the coordinator of the Quincy Community School in Chinatown. A major responsibility of each council is to prepare a work plan and submit it to the Boston Community School Board for review and to the city's Director of Community Schools for final approval. Each work plan includes sections on: needs and gaps in services, general goals and objectives, description of the program (in concrete detail), description of staffing pattern, budget, evaluation, availability of other community resources, and requests for specific technical assistance from central office.

A second important component of the overall partnership structure is the *Community Schools Office*, recently re-located in City Hall. Director Paul Grogan and his core staff are directly responsible to the Mayor. The purpose of the office is to carry out the overall administration of the program and to provide technical assistance to councils, staff, and the Boston Community School Board. Some of the administrative functions are: annual budget preparation and submission to the City Council and Mayor, disbursement of funds, program review and analysis, and public relations, etc. Technical assistance covers such areas as: legal issue, program research and development, special projects, council development, and fund-raising.

The final dimension of the structure involves the *Boston Community Schools Board*, a city-wide body of delegates from each of the community schools. The purpose of the Board is to provide a forum for discussion and decision making over issues of general concern to the Community School Program. More specifically, the Board exercises functions in areas of policy, in areas of appeals and grievances, in fiscal matters, and in general areas of the city-wide community school operation.

The structure has experienced periods of tension and periods of stability. Like any partnership, the BCSP has had to work at developing respect and acceptable working relationships among the major components.

There is no question that the model is political; however, it is also a model of empowerment with great potential for community-based education and as a springboard for broader issues of neighborhood development.

Impact

To assess the full impact of the BCSP, one would have to visit all eighteen school sites to witness the incredible variety of programs and talk to the many staff and community people. (More than 30,000 persons are served weekly.) Although this study did not allow for an extensive assessment of all eighteen schools, it was able to visit three sites and to sample the diversity of programming and philosophy:

1. *Quincy Community School*: A one-stop human services center, including a little city hall, a community health center, and a public elementary school. It has given Chinese people in the greater Boston area a focal point and has served as an advocacy center (as well as an educational center) for all who live in the neighborhood.
2. *Ohrenberger Community School*: A major emphasis has been on social and educational activities for more than 700 senior citizens from three adjacent neighborhoods. The school has also developed an exciting "Trucking Summer '79" program in which teens can attend different day outings (by bus) for very modest fees.
3. *Lee Community School*: Located in one of Boston's predominantly black communities, the Lee offers a number of recreational and crafts activities for families, including a six week summer day camp for children ages 6-12. The spirit of the family was clearly emphasized in this program.

These thumbnail sketches only begin to reveal the full scope and potential of the BCSP. Clearly, the fact that people would be able to see, explore, and use beautiful new buildings in their neighborhoods was a major selling point for Boston. Equally important was the realization that the people would actually be spending city money and running city facilities *on their own*.

BROCKTON

The Community

Brockton is an industrial residential city of 95,000 people located twenty-five miles south of Boston. The city is ethnically and economically mixed; most of the population work in moderate income employment either within the city or along the Interstate 95 corridor that runs between Boston and Providence. In recent years, increasing numbers of Hispanic groups have settled in Brockton, supporting its reputation as one of the fastest growing communities in New England. This rapid growth of population has created a healthy concern over the proper planning and utilization of all community facilities.

Origins

Brockton ushered in the era of extended school building use in the late 1960's. At that time, debate began over the potential uses of a proposed new high school and other relatively new schools. People were concerned about opening public access to the facilities beyond the five day-a-week, six hours-a-day, school-year-only routine commonly practiced during those years.

The city's decision to build one unusually large high school in 1969 brought the debate about maximum use into the forefront. Jim Green, a school committee member, proposed the community education concept. The school committee approved and from the outset the program had strong administrative support. In July 1970, the advisory board established by the school committee hired a director, Harry Allen. The initial tasks for the director were to bring existing programs, such as adult education and civic education, under community education and to develop new programs by the fall.

As the newly appointed program staff developed and carried out a community need assessment, the program also began to formalize and implement two neighborhood school councils. Also at this time, an Executive Council was created, consisting of two school committee members, two school department members, the superintendent of the recreation committee and seven members of the community at large — to be

selected by the school committee. These groups were to be responsible for organizing educational, cultural, and recreational offerings in their areas. The core idea was for everyone to work together to create programs that benefit all in the neighborhood. The neighborhood school model would also represent an opportunity to meet neighbors, to share and evaluate ideas, to understand mutual problems, to unite and to help the neighborhood grow.

Program

During the past ten years, Brockton's community education program has indeed grown. Today there are ten neighborhood community schools, each offering diverse programs, which include academic courses; career, recreational, arts and crafts, cultural, and practical skill activities. Overall, the program serves pre-schoolers, children, young adults, adults, and senior citizens and operates all year. A newsletter, the *Brockton Community School News*, is published monthly. The annual three day Summerfest Celebration offers food, games, cultural happenings, and crafts. Other programs are offered throughout the year in conjunction with numerous local agencies and institutions. These organizations provide appropriate staff, materials, and support in exchange for use of community schools resources, particularly building access. For the most part, courses are taught by a large pool of local talent, most of whom are paid approximately \$8.00 per hour. The program also relies heavily on volunteers in both program development and delivery.

Funding

The community education budget consists of city funds (\$450,000) and federal funds (\$100,000 for Adult Basic Education), which all come through the school committee. Each year, the Brockton community schools program must present its needs to the town authorities. To date, there has been strong support for the program amongst the Brockton power structure.

Fundraising beyond the above allocations continues throughout the year. Local businesses, organizations, and individuals contribute monies for particular special programs. In addition, modest tuition fees are charged for most offerings. Funds raised from these fees are mainly returned to the city, which deposits the money into its general fund. On occasions, the City has been persuaded to use some of these returned funds to improve city tennis courts and other facilities, which indirectly support community education programs.

Approximately 70% of the funds are used to pay staff salaries. This enables the program to maintain a relatively large central office staff, consisting of a full-time director, two full-time program developers, a full-time adult education director (through federal funds), and several part-time personnel. There are also fifteen half-time or part-time community school supervisors and a considerable number of part-time staff working for a limited time on special projects.

Directions

As community director Allen indicated, "the line between being an advocate and being a salesperson for community education is a fuzzy one." The differences between the two become greater as the community education concept comes under increasing scrutiny as a result of cut-backs due to possible tax caps. "This may represent," according to Allen, "the perfect time for community education to make a strong push forward. The more limited resources become, the more people rely on their local community for programs, culture, and services." In this regard, Brockton's community education program has the potential to make the community and its diverse populations more self-reliant and more cohesive.

On the other hand, in light of increasing fiscal concerns Brockton has to work hard to maintain its commitment to community involvement. The program must be willing to support and encourage all community members to become more involved in community education in Brockton. While community advocacy is always important to any community education program, it can be crucial when fiscal and political pressures, such as those facing many communities throughout Massachusetts, begin to increase in Brockton.

SEED — Teacher Community Center

Buckland, Colrain, Shelburne Regional School District

The Community

SEED (Sharing, Exploring, Educating, Developing) services nine communities which span an area of forty miles. The communities of Shelburne, Shelburne Falls, Row, Heath, Charlemont, Ashfield, Hawley, Colrairie, and Buckland have a combined population of approximately 25,000 people. Together, they represent five school districts and the largest shared superintendency. The area is primarily rural and exhibits various problems of economic depression associated with small farms. Many of the residents of this area commute to Greenfield for work. A scenic area, it attracts many summer residents. Despite the distances and problems of travel during harsh New England winters in rural areas, the SEED Center draws teachers and townspeople on a daily basis.

The Center was established in 1976 by a group of school personnel including the director of library resources, principals, the superintendent, and teachers. The original goals of this Center were to:

- coordinate a staff development program
- involve parents and community members in educational programs for themselves and their children
- serve as a curriculum coordination center
- offer meeting areas, professional materials and human resources; and coordinate other services to individuals and community organizations

Program

Numerous services have been developed for teaching personnel. These include:

- a mini-grant program which supports innovative teaching and classroom projects (Examples are: a multi-media project about ethnic and historical sites; funds for faculty workshops and conferences; funds for arts programs bringing musicians, poets, and other artists to the schools and special festivals.)
- graduate level courses offered at the Center for credit through an arrangement with North Adams State College
- in-service workshops and a special teacher "burn-out" workshop
- release day activities coordinated by a staff development team
- expansion of library and multi-media resources
- assistance in writing grants for special programming (A grant from the Polaroid Foundation provided cameras and film for classroom use and one from the Artists Foundation enabled the program to hire an artist-in-residence for three months.)

The Center newsletter lists SEED mini-courses of general interest and workshops in health, child-rearing, and related areas. The newsletter is distributed to all school children. The mailing list informs those residents not contacted by the school. To date, the program has served approximately 1,500 people. An additional SEED service is the use of library facilities, and conference, classroom and meeting space at the Center.

Funding

This project was initially funded by a federal grant under Title IV which provided \$15,000 with school committee grants contributing another \$5,000. In addition, the school district has provided in-kind resources through provision of space and support services. The program has a full-time director, a resource coordinator, a secretary available through CETA, and a youthworker from the Neighborhood Youth Corps who contributes custodial services. Designated as a validation project of the Department of Education, the SEED Center will receive funds to disseminate their programs to other schools during 1979-80. As federal funds decrease, the Center may have to cut back on programming if additional support is not available from the school committees and other agencies.

The staff is hopeful that key educational and community leaders will share the view recently expressed by an auditor who noted that "we're getting a greater dollar value from the small teacher center in Shelbourne Falls than any other Title IV-C project in the state."

Resources

The SEED director, Steven Germain, believes that "people are the program's major resource. The people who participate bring ideas and energy to the programs." The Center has been able to utilize the resources of the community's year-round residents and its summer people, many of whom are professional artists. In addition to its affiliation with North Adams, SEED has been able to use the generous academic resources of the area, particularly the University of Massachusetts at Amherst, Greenfield Community College, and local arts councils. The Center has an advisory board composed of school people and a few community residents who oversee and evaluate the programming. All programs and workshops are evaluated by the participants.

Issues

As with many programs, money is always an issue. In order for any program to expand and develop, funds must constantly be sought. A second issue is reaching more teachers and community members. The Center is particularly concerned with reaching the unmotivated teacher with hopes of encouraging those individuals to consider the importance of discovering new options for learning and teaching.

Progress

The cost-effectiveness of SEED is evidenced by the program's success in obtaining outside grants. To date, the program has managed to double its own modest budget of \$20,000. During 1979, eight grants have been awarded to SEED to support regional efforts. The purposes of the grants have ranged from "Tools for Schools" to a resource materials coordinator. In addition, the Center has demonstrated an economical and creative use of other funds it has by awarding thirteen mini-grants to teachers at a total cost of \$625.00.

During the next year, the Center plans to use state support to expand programming for in-service, mini-grants and release day programs. The development of a "Traveling SEED Center" with displays and information will reach each school and provide access for teaching faculty. It will also address some of the winter traveling problems. Centers like SEED have a special relevance for rural areas which do not always have easy access to resources offered by urban centers. However, even urban centers could benefit from examining the creative and shared programming which has been developed at SEED.

SECTION III: SURVEY OF PROGRAMS

Centre Research, Inc., in collaboration with the Massachusetts Department of Education and the Community Education Advisory Committee, developed an elaborate survey which was sent to all community education programs around the state. Of the four hundred surveys which were sent, more than 150 were completed and returned. Of that number, 103 programs provided us with material for the summaries in this section.

The summaries represent information and statements drawn from the responses. The surveys were designed to gather extensive information in many areas. Not all categories were appropriate for all programs and so the following vignettes represent the highlights of the responses from each program. While all the programs represent a form of community education and many of the programs have similarities, each program also had some unique qualities or populations which were being served. Two categories in which great variation was observed were the number of people being served and the amounts and sources of funding.

Since information presented was not comparable, it was not possible to evenly chart all the material. However, we felt that the many aspects which are highlighted present the reader with considerable possibilities for understanding a variety of program types. It was interesting to note, for example, that there were community education programs in this state in the nineteenth century and that a consciousness about the value of adult education has been a long time commitment for many community education programs.

In addition to the descriptive program summaries, contact information is provided for each of the 103 programs to enable the reader to seek further information on those programs which offer possibilities for an exchange of information.

ACTON

Acton-Boxborough Regional School District
16 Charter Road, Acton, MA 01720
William Ryan, Community Education Director
(617) 263-2607

Established in 1975, extensive and varied program serves entire community. Combined funding provides self-sufficient budget of \$120,000.

- ★ Active involvement of community people, agencies and council (see case study).

AMHERST

Amherst-Pelham Regional School District
Chestnut Street, Amherst, MA 01002
Paul Healy, Director, Community Services
(413) 549-3770

Program begun after WWII now provides extensive adult programming. Program goals adapt to community needs and changes. \$32,000 are provided by the school department and public fees. Local resources are the school department, Council on Aging, local libraries and University of Massachusetts Department of Continuing Education. Community education philosophy encourages community involvement.

- ★ Workshops run in collaboration with local merchants, Small Business Administration, and Chamber of Commerce.

ANDOVER

Department of Community Services
36 Bartlet Street, Andover, MA 01810
Joan Pearson, Director
(617) 475-5045

Program established in 1972 to provide comprehensive, leisure-time activities. Well funded with access to multiple school and community facilities including private school. Collaboration with Artists Guild, American Friends Service Committee, Chamber of Commerce and local businesses. Recent expansion

includes Elder Affairs services, Outreach Program for substance abuse, and Mental Health Center, affiliated with Greater Lawrence Services.

- ★ Serves community members from infants to the elderly (see case study).

ASHLAND

Ashland Educational Community Center, Inc.
Ashland High School, Ashland, MA 01721
Jacquelyn Borck, Coordinator
(617) 881-4414

Comprehensive community education program founded in 1973 to serve all age groups. Classes free to all residents and are taught by volunteers. Low budget program (\$12,800) which emphasizes volunteer participation for development of self-reliance within the community, utilization of all available community resources, and encouragement of individual skills and creativity.

- ★ Educational concepts have expanded to aid community development.

BELLINGHAM

Bellingham High School
Bellingham, MA 02019
Anthony G. Minichiello, Superintendent of Schools
(617) 883-8000

Adult education and recreation program funded by public fees and school department. Part-time director serves community needs.

- ★ Energy conservation courses recently instituted.

BILLERICA

Shawsheen Valley Technical High School
100 Cook Street, Billerica, MA 01821
Anthony R. Bazzinotti, Technical Coordinator
(617) 667-2111

Technical education training provides new entry level and up-grading of skills; G.E.D. (General Educational Development test) offered. Joint municipal and public school funding.

- ★ Demand for program exceeds available positions.

BOSTON

Boston Community Schools
Central Office, Boston City Hall,
Room 716, Boston, MA 02201
Paul Grogan, Director
(617) 725-4920

Eighteen Community Schools operate in partnership with central office. Each school program reflects the specific needs of the neighborhood. Organization is directed from the Mayor's Office.

- ★ School councils, school board governance based on local elections in the neighborhood (see case study).

Boston Community School
107 South Street, Boston, MA 02111
(617) 542-5351

A private, non-profit school which has programs for all of Boston's neighborhoods. Among the course offerings are: "Community Education", "Publicity Skills", "Community Organizing", "Labor History". Courses are available for a minimum fee. Assistance and workshops for community programs are provided for low and moderate income people.

- ★ Collectively run by all staff members.

BOURNE

Bourne Public Schools
36 Sandwich Road, Bourne, MA 02532
William A. Cook, Assistant Superintendent of Schools
(617) 759-4514

Newly developed program provides education and recreation for adults. Public fees and school department support program which compliments youth and drop-out program of surrounding towns. Energy use limits winter program.

- ★ There has been rapid growth of participation for this desirable community program.

BRAINTREE

Braintree School Department
128 Town Street, Braintree, MA 02188
Vincent J. Pizzano, Director of Community and Continuing Education
(617) 848-4000 x151

This program, established in 1930 provides extensive programming for adults in education, recreation, and job retraining. Public fees (\$35,000) and federal funds (\$9,000) serve 4,000 people.

- ★ Program changes are on-going to meet local demands.

BROCKTON

Brockton Community School Program
43 Crescent Street, Brockton, MA 02401
Harry C. Allen, Administrator
(617) 580-7595

Urban community education program began in 1970. School department (\$446,358) and Adult Basic Education (\$99,960) funds serve large, diverse population through neighborhood schools. Extensive collaboration with all community agencies.

- ★ Summerfest, cultural and recreational programs (see case study).

BROOKLINE

Human Relations/Youth Resources Commission
276 Washington Street, Brookline, MA 02146
C. Stephen Bressler, Director
(617) 731-0061

Community activities utilize school facilities. Programs include, extended day care, adult education, elderly activities, music classes and recreation department activities. The program is not formerly known as a community school.

- ★ The extended day care program has attracted nationwide attention and was selected as a model program by HEW for the International Year of the Child.

CAMBRIDGE

Cambridge Community Schools
57 Inman Street, Cambridge, MA 02138
Barbara Hansel, Director
(617) 498-9037

Full and active community participation operates from 15 neighborhood schools. Programming, budgets and staff are established by each school with support services from central office. Extensive programming serves all ages year-round. Includes family and adult trips; college courses with Boston State and Bunker Hill Community College; complete child care, teen, elderly programs.

- ★ Cooperative programs with 20 diverse community organizations and agencies deliver human services from arts to well-being.

CANTON

Canton Evening School
1492 Washington St., Canton, MA 02021
Eugene O. DeFelice, Director
(617) 828-8700

Adult education/evening arts program begun 25 years ago. School department funding (\$19,611) supports varied courses. Small registration fee attracts local and out-of-town residents.

- ★ Annual exhibit of items produced in courses.

CHATHAM

Chatham Schools
Box 225, Chatham, MA 02633
Mrs. Edward Tucker, Chairperson
Adult Education Committee
(617) 945-0325

Adult education/recreation program specializes in arts and crafts. School department funds and community buildings (schools, bank, fire station, village hall) sustain program.

- ★ Provides recreation for large retired population.

CHICOPEE

Chicopee Schools
180 Broadway, Chicopee, MA 01020
William E. Mielke, Coordinator of Secondary Education
(413) 592-6111 x516

Adult education/recreation program has excellent community relations and cooperation from day school, Mayor's Office, Parks and Recreation, and local media. Community specialists integrated into classroom.

- ★ G.E.D. for large dropout population, elderly programs at senior center and homes.

CONCORD—CARLISLE

Concord-Carlisle Schools
115 Stow Street, Concord, MA 01742
Evelyn M. Zuk, Director
Adult and Continuing Education
(617) 369-9500 x218

Adult and continuing education program had over 4,000 registrants in this community. Responsive participation includes: active and committed advisory council supportive of staff; local residents teach many varied and interesting courses.

- ★ Inter-agency and community involvements keep program vital and exciting.

DALTON

Central Berkshire Regional Union Block
Main Street, Dalton, MA 01226
Paul E. Milenski, Assistant Superintendent
(413) 684-0320

Rural adult education/recreation program in the process of reorganizing to eliminate replication of other agencies in the area. A Berkshire County group has formed to collaborate on planning.

DANVERS

*Town of Danvers
60 Cabot Road, Danvers, MA 01923
David E. Pauley, Director, Adult Education
(617) 774-4130*

Adult practical arts program sustains evening programs.

DUXBURY

*Duxbury Public Schools
Duxbury Intermediate School
St. George St.
Duxbury, MA 02332
James F. Queeny, Director, Adult Education
(617) 934-6596*

Adult education/recreation program opens schools to those who financially support them. Courses provide unusual quality programs, with specialties for the handicapped, available for all ages, all capabilities. Registration by phone to director.

★ A small program can provide wide variety and high quality at low cost.

EAST BRIDGEWATER

*East Bridgewater Public Schools
11 Plymouth Street, East Bridgewater, MA 02333
Gordon W. Mitchell, Superintendent of Schools
(617) 378-7241*

Totally volunteer staff presents educational and recreational programs to serve needs of community people.

★ Volunteer commitment and community involvement maintains programs.

EASTHAMPTON

*Easthampton Public Schools
130 Main Street, Easthampton, MA 01027
George W. St. Martin, Director, Special Services
(413) 527-1510*

Adult education program offers career development; cultural, health, and consumer related courses.

FALMOUTH

*Falmouth Public Schools
School Administration Building, Teaticket, MA 02536
Richard Sherman, Director, Night School
(617) 548-1052*

Community education/evening school with enthusiastic community response and participation has stimulated growth and expansion. School Department funding, close collaboration with recreation department, human services and use of community facilities including gas stations have created a successful program and appreciation for schools.

★ Seminars in parenting have been a successful highlight.

FITCHBURG

*Fitchburg Public Schools
Rm. 10 City Hall, 718 Main Street
Fitchburg, MA 01420
LeRoy E. Clark, Program Manager for Adult Occupational Education
(617) 343-7010*

An informal adult education program was established in 1872. As of 1974, a program goal was to "provide every citizen of Fitchburg with a high school diploma at no cost." The program emphasizes both vocational training and support of many special need individuals: through G.E.D. (General Educational Development test), E.S.L. (English-as-a-Second-Language), daytime Alternative Learning in collaboration with CETA, and educational programs for adults in community residences. Funding must become self-supporting on fee basis due to state budget cuts.

★ 60 to 80 G.E.D. graduates each year.

*Montachusets Regional Vocational School
Fitchburg, MA 01420
Thomas F. Markham, Jr., Vocational Coordinator
(617) 345-7791*

The program began in 1973 and provides trade preparatory and trade extension programs to adult population of the regional school district. District includes 2 cities and 8 towns.

GLOUCESTER

*Gloucester School Department
Gloucester High School, Gloucester, MA 01930
Gilbert Lane, Director
(617) 281-3680*

This work-oriented city with many artistic people encourages individual exploration in adult education programs, with 3,100 participants this year. School department provides \$50,000 budget. Community agencies such as: Action, NUVA, Senior Citizens, Power Squadron, and the local newspaper contribute to a successful program.

★ Personal development, G.E.D., job improvement or retraining are additional highlights.

GRAFTON

*Grafton Public Schools
3 Central Square, Grafton, MA 01519
Anthony M. Cipro, Jr., Director, Adult Education
(617) 839-5421*

Established in 1970, the goals of the program are to: "provide community's adults with leisure enrichment courses, provide high school dropouts with alternative to further education, and identify and service those adults wanting to improve their basic skills." The program collaborates with the police department, fire department and Valley Adult Counseling Agency.

★ Skill development for community residents.

GRANVILLE

*Granville School Department
Village School, Granville, MA 01034
Everett D. Rockwell, Elementary Principal
(413) 357-6626*

This small (pop. 1,000) rural community has an informal community education program through utilization of available resources, 4-H, churches, Y.M.C.A., recreation commission.

HANOVER

*Hanover School Department
Hanover High School, Hanover, MA 02339
David N. Jakob, Director of Extended Opportunities Program
(617) 878-5450*

Evening adult education/recreation program offers leisure, crafts, and skills courses.

★ Current reassessment and evaluation of program will generate new plans.

HAVERHILL

*Whittier Vocational Technical High School
115 Amesbury Line Road
Haverhill, MA 01830
Harry L. Moore, Director, Evening School
(617) 375-0101 x162*

Adult evening program sponsors varied courses and serves 11 communities.

★ Trades preparation is a highlight.

*Haverhill High School
Haverhill, MA 01830
Pasquale E. Emiro, Evening School Principal
(617) 372-7747*

Evening school provides educational and vocational training, recreation, and enrichment for community members. Naturalization offered at Spanish and Greek Community Centers.

★ Serves multi-ethnic urban population; offers developmental training in several areas.

HATHORNE

Essex Agricultural & Technical Institute
562 Maple Street, Hathorne, MA 01937
Raymond F. Potter, Director Evening Practical Arts,
Evening Agriculture Cooperative Extension
(617) 774-0050

County-wide program serves 34 cities and towns. Program provides courses in health, consumer, and social services through the Expanded Food and Nutrition Education Program (E.F.N.E.P.), community resource development, career development (agricultural and home-making). Program is funded by federal and state monies.

- ★ Aims to improve the quality of life of those served.

HOLYOKE

Holyoke School Department
98 Suffolk Street, Holyoke, MA 01040
Edward J. Moriarty, Superintendent of Schools
(413) 534-5678

Academic, vocational, recreation, and practical arts programs available to adults. Training correlates with local industry. Community business people represented on advisory council.

- ★ Recent coordination of all adult programs has strengthened offerings.

HUNTINGTON

Huntington School Department
Littleville Road, Huntington, MA 01050
Duane Wyman, Director
(413) 667-3475

Adult education program serves 7 towns in a rural area providing opportunities for dispersed individuals to get together.

- ★ School committee will pay instructor salaries during next year.

IPSWICH

Ipswich Public Schools
1 Lord Square, Ipswich, MA 01938
John H. Stella, Superintendent of Schools
(617) 356-2935

Adult education/recreation program encourages development of office skills for employment and leisure time activities.

- ★ The public school system provides very strong support through in-kind services, administrative assistance, and building use.

KINGSTON

Silver Lake Regional High School
Kingston, MA 02364
Douglass L. Coope, Principal
(617) 585-3844

Evening opportunities program offers recreational, practical, and academic courses. G.E.D. and college credits available from Massasoit Community College.

- ★ New opportunities and options for community members generates community spirit for schools.

LAWRENCE

Lawrence School Department
148 Butler Street, P. O. Box 686
Lawrence, MA 01841
William G. Arvanitis, Director, Community Schools
(617) 683-1362

Evening adult education program founded in 1913 expanded to a community education program in 1974. Provides comprehensive services to 10,000 residents. Included are vocational, academic, and recreational courses; health care; telephone referral; and ambulance services. Programs developed in accord with needs surveys, community residents, councils and agency support.

- ★ Recognition of health needs, development of formal arts council, reopening of school and departments has provided for needs previously unmet in the area.

LENOX

*Lenox Public Schools
Lenox Town Hall, Lenox, MA 01240
Ronald M. Miller, Superintendent of Schools
(413) 637-0204*

Volunteer coordinator organizes the recreational and creative arts program for this rural community.

LEXINGTON

*Lexington Public Schools
Lexington, MA 02173
DeForest Mathews, Director, Adult Education
(617) 862-7500*

Adult education/recreation program also offers career development and literary skills. The program is funded (\$15,000) by public fees and has served 1,200 people. Recent expansion includes courses in CPR and collaboration with the Council on Aging.

★ Program expansion and development is planned.

LINCOLN

*Lincoln Public Schools
DPE-31, Hanscom AFB, MA 01731
Rose M. Smith, Coordinator, Adult Education
(617) 861-2323*

E.S.L. naturalization program at Hanscom sponsored by Lincoln Public Schools and available to all area residents. Program has expanded to include G.E.D., child care, and counseling.

★ Collaborative effort of town and Hanscom Air Force Base. Adult education cooperative and reading clinic are planned.

LOWELL

*Lowell Public Schools
Lowell High School, Lowell, MA 01853
Frederick Abisi, Supervisor, Adult Basic Education
(617) 458-9007*

New (1978) adult basic education program for high school dropouts with 2/3 federal and 1/3 school department funding. Local resources include Lowell University, *The Lowell Sun*, and affiliation with industry and churches.

★ Model program emphasizes job/skill development in a multi-ethnic urban community.

LUNENBURG

*Lunenburg Public Schools
Passios Elementary School
1025 Massachusetts Avenue
Lunenburg, MA 01462
Paul A. Romano, Director
(617) 582-7815*

Adult enrichment courses provide arts and crafts, practical arts, and small repair. Recreational expansion planned.

★ Collaboration with the Lunenburg Center for the Arts and Crafts is a benefit to the program.

LYNN

*Lynn Public Schools, Administration Building
42 Franklin St., Lynn, MA 01902
James L. McGuinness, Superintendent of Schools
(617) 593-1680*

Adult education programs have been available since 1847. Program offers practical arts, academic and business courses, G.E.D. preparation and a junior high curriculum. Recent expansion of facilities and collaboration with Greater Lynn Mental Health Association, Neighborhood Resource Centers and North Shore Community College. Department, state, and public fees support \$305,000 budget serving 3,500 people.

★ Ethnic festivals and annual open house are highlights.

MANSFIELD

*Mansfield Public Schools
Harold L. Qualters Middle School
Mansfield, MA 02048
Robert P. Cronin, Director of Adult Education
(617) 339-3611*

Adult education/recreation programs offer courses which are appealing, practical, instructive and enjoyable. Courses are free to senior citizens at the Drop-In Center.

- ★ Maximum use of school facilities encourages taxpayers without children to benefit from community resources.

MARBLEHEAD

*Marblehead School Department
80 Beacon Street, Marblehead, MA 01945
Jean Howe, Director
(617) 631-1729*

The community education program was established to make better use of school buildings. The program has expanded to daytime use of other public buildings to service 2,400 people. The programs are both creative and practical, developed in accord with community demands.

- ★ Teaching staff is recruited from talented community members.

MARION

*Old Rochester Regional District Schools
473 Dilano Road, Marion, MA 02738
(617) 748-0121*

Adult education program provides courses in recreation and practical arts. In addition to school building, the program uses the basement of the town hall for furniture refinishing program.

- ★ A regionalized program for a rural setting.

MARLBORO

*Assabet Valley Regional Vocational School District
Fitchburg St., Marlboro, MA 01752
Roger R. Melanson, Director, Adult Education
(617) 485-9430*

Adult education program serves over 2,000 people in the surrounding communities. The courses are aimed at occupational development. School department funds 73% of \$158,000 budget. Advertising support comes from local industry and business.

- ★ Many adults have been able to get a job, receive an hourly increase, or obtain a promotion. Others have gone into business for themselves.

*Marlboro Evening School
Jaworer School, Marlboro, MA 01752
John Hanley, Principal
(617) 485-8998*

Adult evening program provides academic, physical and practical arts education as required or requested by the community and benefits from collaboration with the recreation department. A goal of the program is to become economically self-sufficient but the program experiences competition from other area schools.

- ★ G.E.D. preparation has been well received.

MARSHFIELD

*Marshfield Community Education Program
76 South River Street., Marshfield, MA 02050
Edward S. Hupprich, Jr.
Administrative Assistant for Community Education
(617) 837-1335*

Consolidation of several programs with a full-time director provides comprehensive adult community education services. Program goal is to become self-supporting. Collaboration with recreation department is available.

- ★ The program has generated much community input.

MEDFIELD

Medfield Public Schools
Medfield High School, Medfield, MA 02052
John J. Cuoco, Jr., Director, Adult Education
(617) 359-4367

Adult education program supported by public fees.
★ Seeks local talent for teaching classes.

MEDFORD

Medford Community Schools
489 Winthrop Street, Medford, MA 02155
John Cox, Director
Days — (617) 396-5800 x 224
Eves. — (617) 397-3264 x226

Program developed in response to youth needs, particularly young women. Seed grants received from the Hyams Fund and the Blanchard Fund. Full program sponsored by school department (71%) and public fees is now available to entire community. Community resources include: recreation department, Teen Drop-In Center, Medford Art Council, The Easter Seal Society, and Kiwanis, which have participated in programming for the handicapped. Collaboration with other agencies through the Medford Conference of Community Development.

★ Goals are providing recreational programs as alternatives to congregating on street corners and building a community that is more interested, informed, and involved in our schools and the educative process.

MEDWAY

Town of Medway
2 Sun Valley Dr., Medway, MA 02053
Florence Carucci, Director
(617) 533-8946

Evening practical arts and vocational classes, now include recreation, Adult Basic Education and G.E.D. preparation. The program runs at low cost to both the town and the participants. Benefits from collaboration with employees of the school department and the town offices.

★ Program expansion to meet town demand is ongoing.

MERRIMAC

Lions Club
38 Winter Street, Merrimac, MA 01860
Paulette Theriault, President
(617) 346-8543

This program has just been established to promote the welfare of children in the home, school and community; develop a closer relationship and cooperative training of children between school and home, between parents and teachers; develop communication between educators and the general public.

METHUEN

Methuen School Department
Methuen High School, 1 Ranger Rd.
Methuen, MA 01844
Robert W. Fradette, Director, Adult Evening Programs
(617) 687-8080

Adult evening program offers recreation, practical arts, and job skills.

★ Senior citizen day programs are offered.

MILFORD

Milford Community School Use Program
West Fountain Street, Milford, MA 01757
Louis J. Celozzi, Director
(617) 473-4124

Municipal funding supports this program which provides recreational, educational, and cultural programs for the entire community. Support from the Chamber of Commerce.

★ Year-round programming.

MILLIS

Millis School Department
Clyde Brown School, Millis, MA 02054
Martha Menne, Director, Adult Education
(617) 376-8050

Program goals are to enhance the education, practical arts, and recreation of the citizens of Millis. Adult program primarily supported by public fees.

★ Recreation and survival skills are available.

MILTON

*Milton Public Schools
Cunningham Junior High School
Milton, MA 02186
Paul B. Dorsey, Director
Milton Schools Evening Division
(617) 696-7220 x155*

Adult education program offers recreation, arts and crafts, skill development, and language arts. Energy crisis has caused cut back of winter programming. Town collaboration includes an auto shop facility for automotive repair; programming for dropouts has been assisted by Milton Youth Center director.

★ The Annual Show is very popular.

NATICK

*Natick School Department
15 West Street, Natick, MA 01760
William L. Holbrook, Director of Adult Education
(617) 653-0660 x221*

An adult education program offers recreation, arts and vocational courses. Courses based on community demand. Affiliation with the educational collaborative of 10 surrounding towns.

★ Cost effective programs now fully self-sufficient through support by public fees.

NEEDHAM

*Needham Public Schools
1330 Highland Avenue, Needham, MA 02192
Kay Taylor, Director, Adult & Continuing Education
(617) 444-4100 x158*

Adult education program aims to provide for a stimulating program of studies for the purpose of continuing education and individual development. Entirely supported by public fees. Coordination with YMCA and parks and recreation.

★ 15 new courses will be added next year.

NEW BEDFORD

*New Bedford Public Schools
455 County Street, Room 339
New Bedford, MA 02740
Howard Tripp, Director
(617) 997-4511 x372*

The administrative and support staff involved in community education in New Bedford function on a part-time basis, coordinating these activities with their normal job duties. Originated in 1900 to provide E.S.L. and citizenship preparation. Has expanded to include comprehensive courses and programs. Community education involves community centers, the libraries, industry, unions & the Y.M.C.A.

★ Comprehensive, decentralized program is able to operate without a director.

NEWTON

*Newton Community Schools
c/o Davis School, 492 Waltham Street
West Newton, MA 02165
William Slotnik, Director
(617) 552-7117*

Established in 1973 to provide educational, cultural, recreational, and social service programs to all ages...utilizing school and community buildings for grassroots services, and directly involving citizens in the initiation, design, implementation, management and evaluation of activities.

★ Nationally recognized for its inter-agency collaboration and excellence in citizen involvement. A staff training manual is available.

NORTHAMPTON

*Northampton School Department
Hawley Junior High School
35 South Street
Northampton, MA 01060*

Adult education program offers E.S.L. and G.E.D. preparation. It is primarily federally funded, and collaborates with town agencies and CETA.

★ In an area with many colleges, the program enhances individual opportunity for advanced education.

NORTH ANDOVER

North Andover High School
North Andover, MA 01845
James L. O'Neill, Director
(617) 686-3881

Adult evening/recreation program with an alternative evening high school. Collaboration with Coast Guard and Power Squadron, Massachusetts Fish and Game Department (gun safety) and high school driver education program.

★ Utilization of school facilities for those without children is a benefit to the community.

PEABODY

City of Peabody, School Department
210 Washington Street, Peabody, MA 01960
Carl Mattarocchia, Director, Continuing Education
(617) 531-1600 x131

Adult education/recreation program also offers G.E.D., and citizenship training for new community members and recent immigrants. Collaboration with recreation department and senior citizens.

★ Sharing of resources among departments and town agencies aids program.

PITTSFIELD

Pittsfield Public Schools & City of Pittsfield
West Side Community School
Pittsfield, MA 01201
Donald L. Taylor, School/Community Coordinator
(413) 499-1234

Community education program offers comprehensive services and courses in health, career, and personal development. Uses extensive community agency cooperation and services of an outreach worker.

★ Decrease in neighborhood vandalism has been evident. Plans are to develop Neighborhood Service Center.

QUINCY

Quincy Public Schools
300 Granite Street, Quincy, MA 02169
Mary Jo Riley, Coordinator of Community School
(617) 786-8750; 786-8717

Adult education program cooperates with other agencies and institutions to provide comprehensive community programs.

★ Community theater, Project Impact, school-municipal recreation are highlights.

READING

Reading Public Schools
Pearl Street School, Reading, MA 01867
Donald Welford, Director of Adult Education
(617) 944-1200

Adult education evening program offers arts, and cultural and career related courses.

★ New building will serve senior citizen programs.

REVERE

Revere Public Schools
Garfield School, Revere, MA 02151
Gerald Naplan, Acting Supervisor
(617) 289-9200 x142, 143

Adult enrichment courses and G.E.D. preparation are funded by the school department.

★ Offers opportunities to develop social life, job skills, learning skills and to improve occupations.

ROCKLAND

Rockland Public Schools
99 Church Street, Rockland, MA 02370
Louis B. Dovner, Assistant Superintendent
(617) 878-1540

Adult education program, career development, and recreation for the community including recent Vietnamese population. Inter-agency collaboration with the Council on Aging and the Youth Commission.

- ★ Increased use of school facilities for the entire population; additional support for total school budget benefit the program.

ROCKPORT

Rockport Public Schools
4 Broadway, Rockport, MA 01966
John E. Lane, Adult Education Director
(617) 546-7460

Adult evening program offers recreation and leisure time skills.

- ★ Participation of the art teachers from the local art community.

ROCHESTER

Old Colony Regional Vocational Technical High School
North Ave., Rochester, MA 02880
James Berry, Assistant Superintendent
(617) 763-8011

Typical vocational trade preparatory program has approved evening trade extension and practical arts offering 13 specific trades which are available at the school. Projected 100% increase in course offerings for 1979-80. Program impact has been: job-placement of trade students; community awareness of school facilities.

- ★ Annual exhibit of students' works.

ROWLEY

Rowley Adult Education
Pine Grove School, Rowley, MA 01969
Barry Podradshik, Acting Principal
(617) 948-2520

Evening adult program concentrates on leisure arts. Supported by public fees and volunteer teachers.

- ★ Previously untapped group now has access to school programs; various community groups collaborate to develop new programs.

SALEM

Salem Public Schools
Salem High School
77 Wilson Street, Salem, MA 01970
James Cheney, Director, Evening School
(617) 744-1155

Adult education/recreation program provides an array of educational opportunities. Evening and summer school courses are offered.

- ★ Cooperation with recreation department has expanded choices for offerings.

SANDWICH

Sandwich Community School
Sandwich, MA 02563
Craig Eldredge, Director
(617) 889-5300

Community education program has expanded traditional adult education program to service entire community, including extended day care, counseling, and collaboration with Council of Aging.

- ★ Facilities include 950 seat auditorium and pool for all residents.

SEEKONK

Seekonk Community Education, Inc.
10 Rosewood Drive, Seekonk, MA 02771
Mary Ann Dean, Coordinator
(617) 336-7929

Adult education program began in 1978 and is fully supported by public fees. Needs assessment used to establish courses which include: G.E.D.; re-entry skills for women; cultural, artistic, and physical education. Program has good rapport with school department.

SCITUATE

Scituate Public Schools
Gates Intermediate School
Scituate, MA 02066
Joyce Guinta McPeake, Principal, Adult Evening School
(617) 545-3360

Adult education program provides enrichment activities at a minimal cost, bilingual and E.S.L. courses for the Portuguese community, and job training.

★ Local artists and artisans on staff.

SHARON

Sharon Public Schools
One School Street, Sharon, MA 02067
Edward W. Koskella
(617) 784-5937

Public School activity cooperates with town to meet needs of youth, adults and senior citizens. Various programs and classes offered for the entire community.

★ Volunteer support is essential to the program.

SOMERSET

Somerset Public Schools
Somerset, MA 02726
Edward L. Sullivan
(617) 674-3508

Adult education/recreation program began in 1950, added a diploma education program in 1974.

★ Enables dropouts to earn a high school diploma.

SOMERVILLE

Somerville Public Schools
Lincoln Park Community School
290 Washington St., Somerville, MA 02143
Walter F. Pero, Director
(617) 666-5700 x331

Citizens of this working class, blue collar community concerned with improving the quality of their lives organized to establish program (1979) and funding (100% municipal support). Programs and courses sponsored by 3 community councils, service all ages and groups.

★ Excellent youth program generates community involvement and influence.

SOUTH HADLEY

South Hadley Public Schools, Adult Education
South Hadley High School, South Hadley, MA 01075
James Manitsas, Director, Adult Education
(617) 533-3943

Adult program offers many academic, vocational, and avocational courses. Jointly supported by the school department and public fees with collaboration from Council on Aging, police and fire departments.

★ On-going assessment of community needs.

SOUTHWICK

Southwick School Department
63 Feeding Hills Rd.
Southwick, MA 01077
Louis S. Josselyn
(413) 569-5391

Adult program focuses on athletics and crafts. Offerings range from volleyball and soccer to CPR, photography, and industrial arts.

★ Provides many ages with recreational activities year-round. Despite its enthusiastic community support, it faces a tighter, possibly fatal budget reduction.

SOUTH YARMOUTH

Dennis-Yarmouth Regional School District
296 Station Avenue, South Yarmouth, MA 02664
K. E. Culley, Jr., Director of Instruction
(617) 394-0933

Community education program serves all age groups. Highly diversified curriculum offers fine arts, theater production, crafts, recreation, and academic programs including G.E.D. School department supports 94% of \$38,000 budget supplemented by foundation support and collaboration with Cape Cod Community College and Cape Cod Conservatory.

- ★ Very decentralized program maintains diversity in offerings.

SPRINGFIELD

Springfield School Department
200 Birnie Avenue, Springfield, MA 01107
Peter Levanos, Director, Community Services
(413) 732-9510, 736-7228

The program at the New North Community School is accountable to all groups in the community. All day, year-round programs provide human services, employment, and recreation. Approximately 25 agencies have input into the school programs which respond to a primarily youthful and ethnically diverse population. Program was developed in the new elementary school to respond to community needs of a large Hispanic population and to link diverse neighborhoods.

- ★ Inter-agency cooperation has been available.

Springfield College
Springfield, Ma 01109
Thomas L. Bernard, Director, Community Education Division
(413) 787-2325

Development of program at Springfield College in 1968 was triggered by a need for trained agency personnel. The goal is to prepare students for community service in "Teacher and Community Education", "Community Development and Rehabilitation Services". Community resources include social agencies, rehabilitation agencies, schools, and the YMCA.

- ★ The school is based on a community education model and disseminates information on the concept of community education.

Springfield Public Schools
195 State Street, Springfield, MA 01103
Raymond E. Morrow, Director, Bureau of Adult Education
(413) 733-2132

Adult education/recreation program encourages the attainment of new skills, new understandings and interests in order to help the individual grow and develop in the best way possible. Courses offer leisure-time activities, and skill development. Year-round program has improved school-community relationships.

- ★ Educational service contract with the Department of Labor work incentive program.

STONEHAM

Stoneham Public Schools
149 Franklin Street, Stoneham, MA 02180
Bernard A. Smith, Co-Director
(617) 438-5719

This program was created in 1910 to enable adults to use their leisure time to further their knowledge in practical arts, business or academic subjects; or for recreation.

- ★ Coast Guard, fire department and Red Cross collaborate on programs.

TOPSFIELD

*North Shore Community College
Masconomet Regional High School
RFD Topsfield, MA 01982
Leonard C. Broughton, Director of Occupational
Education
(617) 887-2323*

Masconomet is a satellite facility for North Shore Community College which provides program support and staff for adult education programs offering vocational, recreational, and college credit courses.

★ Adults in suburban community have access to educational opportunities locally.

WAKEFIELD

*Wakefield Public Schools
Wakefield Junior High School, Wakefield, MA 01880
Ray Dipola, Director, Adult Education
(617) 246-1432*

Adult program offers recreation and crafts courses which vary to reflect popular trends. Budget (\$14,000) supported jointly by school department and public fees. Director maintains a lively course turnover.

★ Local instructors have provided specialized support.

WALTHAM

*Waltham Public Schools
Evening School, Waltham High School
Waltham, MA 02154
Edward F. Dollard, Director, Evening School*

The community education program was developed to offer an opportunity for adults to become literate citizens and to acquire occupational and leisure time skills. 101 teachers serve 2,500 students. It has increased positive community relations with public schools and integration of residents through naturalization.

WARE

*Ware Public Schools, Ware, MA 01082
Stanley M. Koziol
(413) 967-4271, 6234*

The adult evening education program offers recreational, arts and crafts, and career-related courses.

★ Participants are active in initiating new course offerings.

WAREHAM

*Wareham Public Schools
Wareham High School, Wareham, MA 02571
David MacKinnon, Assistant Principal
(617) 295-0397*

Adult education program offers recreation, crafts, job development and academic courses. School department provides 80% of \$73,382 budget which serves over 2,400 individuals. Collaboration with Wareham Area Counseling, welfare office, and other area programs assist overall goal to improve the quality of life in the community.

★ Expanded program to meet needs of growing senior citizen population.

WARREN

*Quapoag Regional High School
Warren, MA 01083
James Sloan, Director, Adult Education
(413) 436-5991*

The general adult education program begun in 1968 is funded by the school department and public fees. The course offerings include arts and crafts, practical arts, and fitness.

★ Increases community interaction in a rural area.

WAYLAND

Wayland Continuing Education
18 Oak Street, Wayland, MA 01778
Richard A. Bolster, Director, Continuing Education
(617) 358-7746

Adult evening program offers recreation and arts and crafts program for this educated community. Public fees provide two-thirds of the funding (\$10,000).

- ★ Offers high quality instruction at low cost to townspeople.

WESTFORD

Westford Public Schools
35 Town Farm Road, Westford, MA 01886
Lloyd G. Blanchard, Superintendent
(413) 692-4683

The program at Westford Academy is geared to academic and vocational development particularly for previous school dropouts. Career counseling and skills training have the support of the Chamber of Commerce, the business community and neighborhood youth agencies. Supportive and resourceful staff includes job developer to locate work sites.

- ★ Program has low overhead and maintains high retention of youth who develop skills and positive work habits.

WESTWOOD

Westwood High School, Westwood, MA 02090
Philip F. Flaherty, Director, Evening Practical Arts
(617) 326-7500

This adult education program began in 1947. It provides recreation and crafts training as well as job and health related courses.

- ★ Job skills development and improved school-community relations have been benefits of this program.

WEST BRIDGEWATER

West Bridgewater Public Schools
312 East Street, West Bridgewater, MA 02379
Hellen S. Millet, Director
(617) 586-6488

In 1978 the community program of the evening school expanded to provide an umbrella organization for education and recreation.

- ★ Plans are to expand the community education concept, to do needs assessment, seek funds and establish inter-agency networks.

WILMINGTON

Wilmington Community Schools, Inc.
34 Marcia Road, Wilmington, MA 01887
Barbara Hooper, President
(617) 658-8052

This new program was organized by interested citizens concerned with the lack of activities for teenagers, lack of cultural activities; and problems with alcohol, drugs, and vandalism in a town where there was nothing to do. The program seeks to develop a full community education program. Currently the program relies on public fees, but plans to seek other funding sources such as local industry grants.

- ★ Booklet on Wilmington's organizations and services with information received from survey has been published.

WILBRAHAM

Minnechaug High School
Wilbraham, MA 01095
Marios Kacoyannakis, Adult Education Director
(617) 596-0911

Adult education/recreation program, begun in 1959, supports itself entirely through public fees and, therefore, is dependent on course enrollment for their curriculum decisions.

- ★ Individual satisfaction of participants is a criterion for all courses.

WINCHESTER

*Winchester High School
80 Skillings Road, Winchester, MA 01890
Evander French, Jr., Director, Adult Education
(617) 728-9303*

Adult education program offers cultural, recreational, vocational, academic, and artistic courses. Funding derived from school department and public fees with free tuition for elderly.

★ Diverse programming offers classes to all residents.

WINTHROP

*Winthrop Public Schools
Main Street, Winthrop, MA 02152
Nicholas Basso, Director
(617) 846-5500*

The adult education program offers diverse programs with the intention of improving the general well-being of the community residents. The program is entirely supported by the school department (\$19,860) and serves 1,300 in a community of 22,000.

★ Program goals seek to develop full community education.

WORCESTER

*Elm Park Community School
22 North Ashland, Worcester, MA 01609
Roland Charpentier, Director
(617) 791-8781*

One of 7 neighborhood community schools, Elm Park provides comprehensive programs and service for all ages. Multiple agency affiliations, include art museums, health centers and day care centers..

★ School focus is on community activity; clearinghouse; newsletter.

WATERTOWN

*Watertown Public Schools
West Junior High School
Waverly Avenue, Watertown, MA 02172
William Laughrea, Principal, Evening School
(617) 926-7790*

Adult evening program offers academic, crafts, skills, and recreational programs.

WRENTHAM

*King Philip Regional School
201 Franklin Street, Wrentham, MA 02093
Joseph P. Nicastro, Director, Adult Education
(617) 384-2174 x41*

Since 1957 this adult education program has shifted from academic/avocational skills towards occupational skills and trade programs. The program offers vocational apprenticeship training, general education, arts and crafts. The program is in direct contact with all relevant community agencies.

★ Enhanced work skills, employment opportunities, and personal development are goals of this program.

SECTION IV: RESOURCES

From our conversations and observations, it is clear that the most successful community education programs appreciate the many resources available in their communities and work hard to know when and where special resources exist. Many have "stretched" the concepts and definitions of community education to their fullest limits. They reason that if a potential source has anything to do with either "community" or "education", it could conceivably come under the umbrella of community education. This obviously opens up a great number of possibilities.

Community educators also know the value of developing more readily available, local resources. Through a variety of means, including "bartering", "networking", "hustling", "shopping", and "negotiating", they recognize the importance of assessing community resources and needs and they spend time cultivating relationships with as many segments of the community as possible.

This section presents an initial inventory of special and common resources utilized by community education programs in Massachusetts and across the nation. Some of the information is very specific; some is quite general. Overall, this information is intended to be suggestive rather than definitive. There simply are too many programs, places, materials, and ideas to list them all. Instead, we have chosen to introduce some of the more comprehensive and varied resources. We hope this "guide to resources" will serve to encourage program development and expansion in community education. The information is divided into five categories:

1. Resource Organizations
2. Published Materials
3. People Support
4. Physical Facilities
5. Funding Sources

1. RESOURCE ORGANIZATIONS

Among the many organizations, associations, and groups established to promote the development of community education, the following institutions offer the most extensive, up-to-date, and knowledgeable collections of information and ideas in the country. Collectively they provide a range of program, financial, training, and technical assistance. Individually, each has its own particular focus and function, and should be contacted for more information.

State

- Center for Community Educational Development
Worcester State College
486 Chandler Street
Worcester, MA 01602
(617)752-7700 x185
- Massachusetts Association of Community Schools/Community Education
P.O. Box 1956
Boston, MA 02109
(617) 786-8717
- Massachusetts Community Education Advisory Council
c/o Massachusetts Department of Education
- Massachusetts Department of Education
Bureau of Community Education and Adult Services
31 St. James Avenue
Boston, MA 02116
(617) 727-5784
- Center for Community Education Facilities Planning
29 West Woodruff Avenue
Columbus, OH 43210
- Community Education Advisory Council
U. S. Office of Education
Department of Health, Education and Welfare
7th and D Streets, S.W.
Washington, D.C. 20202
(202) 245-0691
- Community Education Programs
U. S. Conference of Mayors
1620 I Street, N.W.
Washington, D.C. 20006
- Community Education Programs
U.S. Office of Education
Department of Health, Education, and Welfare
7th and D Streets, S.W., RM 5622
Washington, D.C. 20202
(202) 245-0691
- Federal Community Education Clearinghouse Informatics, Inc.
6000 Executive Blvd., Suite 300
Rockville, MD 20852
toll free telephone: 800-638-6698
- The Charles Stewart Mott Foundation
Mott Foundation Building
Flint, MI 48502
(313) 238-5651

National

- American Association of Community and Junior Colleges
Center for Community Education
One Dupont Circle, N.W.,
Washington, D.C. 20036
(202) 293-7050
- Lincoln-Filene Center
Tufts University
Medford, MA 02155
- National Center for Community Education
1017 Avon Street
Flint, MI 48503
(313) 238-0463

- National Center for Community Education for the Deaf
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002
(202) 447-0602
- National Committee on Community Schools
c/o National Recreation and Park Association
1601 North Kent Street
Arlington, VA 22209
(703) 525-0606
- National Community Education Association
1030 15th Street, N.W., Suite 536
Washington, D.C. 20005
toll free telephone: 800-424-8874
- Office of Community Education Research
University of Michigan
3112 School of Education
Ann Arbor, MI 48104
(313) 764-8416

Related Organizations

- *Center for Community Change*
1000 Wisconsin Ave., N.W.
Washington, D.C. 20007
(202) 338-3134
- Center for Community Economic Development
639 Massachusetts Avenue
Cambridge, MA 02139
- Institute for Local Self-Reliance
1717 18th Street, N.W.
Washington, D.C. 20009
- Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3306

2. PUBLISHED MATERIALS

These publications present a basic introduction to the foundations of community education. Most of the publications are intended for broad audiences and make excellent reading for people starting new programs or continuing current efforts.

Journals/Resource Guides

- *Community Education Journal*
National Community Education Association
Quarterly, \$12.00 per year
- ERIC Clearinghouse on Educational Management
"Community Schools" (No. 22, ED 130374)
"Declining Enrollment" (No. 23, ED 131523)
University of Oregon
Eugene, OR 97403
(503) 686-5043
- Federal Community Education Clearinghouse
Specialized materials includes:
 - *A Response/Referral Service*
 - *A Community Education Calendar*
 - *A Project Directory*
 - *A Catalogue of Resource Materials*
 - *A User Directory*
- *People Helping People — An Overview of Community Education*★
Pendell Publishing Company
1700 James Savage Road
Midland, Michigan 48640
(517) 496-3333
\$1.00 (less for multiple copies)
- *People Helping People Help Themselves*
The Charles S. Mott Foundation
- *A Resource Book on Community School Centers*★
Educational Facilities Laboratory
850 Third Avenue
New York, NY 10022

- *Resources for Schools, No. 4: Community Involvement in Your School — A Guide to People, Programs, and Publications*
Massachusetts Dissemination Project
Massachusetts Department of Education
31 St. James Avenue, Room 614
Boston, MA 02116
(617) 727-5762

Books

- *Uses of Space — A Resource Package*, 1977
Merrimac Education Center
101 Mill Road
Chelmsford, MA 01724
\$6.50
- *Catalogue of Federal Programs Related to Community Education*
Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402
- *Catalogue of Materials on Community Education*
Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402
- *The Community Activists Handbook*
Beacon Press
25 Beacon Street
Boston, MA 02108
- *Community Education: From Program to Process*
C. E. LeTarte and J. D. Minzey, 1974
Midland, MI: Pendell Publishing
- *Community Education: A Developing Concept*, 1974
Maurice Seay and Associates
Midland, MI: Pendell Publishing

★Part of a series on community education.

- *The Community Education Handbook*
1973
Pendell Publishing Company
Midland, MI 48640
- *Community Involvement for Classroom Teachers*
Community Collaborators
P. O. Box 5429
Charlottesville, VA 22903
\$2.95
- *Declining Enrollments: The Challenge of the Coming Decade*
1978
Educational Finance Division
National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208
- *Directory of Community Education Projects*
Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402
Annual, \$3.00
- *Directory of Community School Districts*
Federal Community Education Clearinghouse
6000 Executive Blvd.
Rockville, MD 20850
- *"How To..." Series*
Pendell Publishing Company
P. O. Box 1666
1700 James Savage Road
Midland, MI 48640
- *Information Resources for Education*
1978
National Institute for Community Development
1815 North Lynn Street, Suite 1000
Arlington, VA 22209
\$3.50 (reference volume)
- *Linking Schools and Communities*
National School Public Relations Association
1801 N. Moore Street
Arlington, VA 22209
\$7.95
- *Making Schools Work — A Handbook for Students, Parents, and Professionals*
Massachusetts Advocacy Center
2 Park Square
Boston, MA 02116
\$3.95
- *New Forms for Community Education*
1974
American Association of School Administrators
1801 N. Moore Street
Arlington, VA 22209
96 pages \$12.00
- *101 Activities for Building Effective School-Community Involvement*
Home and School Institute
Trinity College
Washington, D.C. 20017
\$6.00 (and \$1.00 for handling)
- *Surplus School Space: Options and Opportunities*
1976
Educational Facilities Laboratories
850 Third Avenue
New York, NY 10022
\$4.00
- *Together: Schools and Communities*
Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
\$4.00

3. PEOPLE SUPPORT

The most plentiful resource available to programs is the people living and working in the community. Apart from attending programs as participants, people of all ages, backgrounds, and talents can perform important programmatic and administrative roles in community education programs. Community members are often willing to volunteer their services. Two keys to successfully involving them are: first, recognizing their skills and potential; and, second, addressing some need of theirs in exchange for their participation. For instance, some may want to meet with people at a more convenient site; a few may need child care assistance; others may simply need some help translating their thoughts and experiences into an actual presentation for an audience. The concept of "exchange of services for mutual benefit" is central to tapping this important, but underutilized resource.

Below is a sample "laundry list" of people who might be helpful to a community education program, along with some possible roles they could play.

AVAILABLE PEOPLE

- accountants
- architects
- bakers
- bankers
- bricklayers
- butchers
- carpenters
- city planners
- clergy
- computer programmers
- electricians
- garbage collectors
- homemakers/parents
- journalists
- locksmiths
- pharmacists
- photographers
- psychologists
- repair people
- social workers
- taxi drivers
- union leaders
- ward leaders

POSSIBLE USES

- teachers
- fund-raisers
- tutors
- oral historians
- advisory council members
- curriculum builders
- counselors
- artists/performers
- community public relations people
- community outreach workers
- clerks
- drivers
- child care workers
- administrators

4. PHYSICAL FACILITIES

Another readily available but often overlooked category of educational resources involves the use of non-school facilities in the community. A number of programs do take advantage of buildings other than public schools. The majority of programs, however, make more of an effort to bring the community into the classroom than to take the learning directly into community settings. Both concepts are important and should be encouraged.

For this reason, we have compiled a general listing of community facilities that can serve as valuable program resources. In addition, we have included a more precise listing of places where people can learn a great deal about the workings of their community.

AUXILIARY LEARNING CENTERS

- churches
- city/county buildings
- ethnic organizations
- human service centers
- multi-service centers
- neighborhood centers
- recreation centers
- service clubs

COMMUNITY RESOURCE SITES

- | | |
|-----------------------------|----------------------------|
| • airports | • junk yards |
| • business/industrial areas | • libraries |
| • city halls | • local farms |
| • city/county parks | • lumberyards |
| • construction sites | • museums |
| • courtrooms | • nature sites |
| • department stores | • newspaper plants |
| • factories/mills | • post offices |
| • gas stations | • public work sites |
| • government facilities | • public health facilities |
| • greenhouses | • restaurants |
| • hardware stores | • stadiums |
| • historic sites | • town dumps |
| • hotels | • theaters |
| • insurance companies | • zoos |

5. FUNDING SOURCES

Without exception, programs require some financial resources in order to function. The amounts and sources of these funds vary greatly. In cases where programs have creatively and effectively utilized people, facilities, and other community assets as resources, the amount of hard cash needed for salaries and other operating expenses can be relatively small. Some programs may receive large cash advances from either their school departments or municipalities with the formal understanding that they "re-pay" the money at the end of the year through fees or other fundraisers.

Below are some of the basic resources appropriate to funding community education programs. After looking through the following information, people will at least have a better sense of the politics, techniques, and strategies of good fund-raising. Of course, there are no guarantees that success with these agencies will come right away. It takes time, so keep trying.

General Funding Sources

PUBLIC

- Municipal Contributions
- School District Contributions
- Co-Sponsoring Agencies (e.g., Parks and Recreation Department, Youth and Social Service Agencies, Community Colleges)
- County Funds
- State Monies
- Federal Program Grants★
 - Adult Basic Education
 - General Education Development
 - Adult and Continuing Education
 - Older American Act
 - Day or Child Care
 - Elementary-Secondary Education Act
 - Teacher Corps

- Comprehensive Employment and Training Act (CETA)
- Emergency School Assistance Act (ESAA)
- Community Development Act (CDBG funds)
- Revenue Sharing
- National Energy Conservation Act
- L.E.A.A. Juvenile Justice Programs
- Title XX, Social Security Act

★Source: People Helping People

PRIVATE

- Foundation Grants
- Business and Industry
- Churches
- Civic Groups
- Individual Gifts and Contributions
- Program Fees/Tuitions
- Fund-raising Projects

Sources of Funding Information

- *Catalogue of Federal Domestic Assistance*
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Annual, \$20.00
- *The Community Schools and Comprehensive Community Education Act of 1978* (Educational Amendments of 1978; Public Law 95-561)
U. S. Government Printing Office
Washington, D.C. 20402 \$2.40

Rules and Regulations available from:
Community Education Program
U. S. Office of Education
7th & D Streets, S.W. Room 5622
Washington, D.C. 20202
(202) 245-0691

- Education Finance Center
Educational Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, CO 80203
- Education Funding Research Council
752 National Press Building. N.W.
Washington, D.C. 20045
(202) 347-6342
- *Financing Community Education*
("How To..." Series)
Pendell Publishing Co.
1700 James Savage Road
Midland, MI 48640
\$1.25 single copy
- *The Foundation News*
The Foundation Center
888 Seventh Avenue
New York, NY 10019
- *The Grantsmanship Center News*
The Grantsmanship Center
1015 W. Olympic Blvd.
Los Angeles, CA
- *The Grants Planner*
Public Management Institute
333 Hayes Street
San Francisco, CA 94102
(415) 431-8444 \$37.50
- *The Grass Roots Fund-raising Book*
National Youth Work Alliance -
Publications Office
1346 Connecticut Ave., N.W.
Washington, D.C. 20036 \$4.75
- Charles Stewart Mott Foundation
Mott Foundation Building
Flint, MI 48502

Program Areas With Potential for Related Funding

- Community Development
- Neighborhoods
- Self-Help
- Community Building
- Community Conservation
- Community Economics
- Community Technology
- Community Arts
- Historic Preservation
- Human Services
- Economic Development
- Employment Training
- Adult Education
- Life-time Learning
- Continuing Education
- Vocational Education
- Career Education
- Community Schools
- Year-Round Schools
- Cooperative Education
- Volunteer Programs
- Youth Programs
- Basic Skills
- Arts and Humanities



SECTION V: ACTION SUMMARY

We believe it is important to offer some concrete suggestions concerning program development and operation in order to make greater sense and use of the findings, trends, and resources available in the early sections of the book. Since the readers of this book have different levels of interest, commitment, and involvement in community, *and* represent communities of different needs, resources, and character, we have chosen to organize this Action Summary Section into three parts.

In the opening of this section, we have selected three basic themes to highlight for readers. These broad statements, grouped under the heading of "General Findings and Comments", collectively serve as an important backdrop to the specific recommendations that follow. These suggestions, which appear in the form of "Action Steps", present lists of helpful things to know and things to do in order to encourage program development. Finally, this section closes with a brief summary of "Successful Program Elements". Although it is not possible to isolate all the essential elements of all community education programs in Massachusetts, we have nevertheless identified many of the factors that appear to be most likely for success.

General Findings and Comments

One thing for certain can be said about community education: There is *no* lack of information, ideas, opinions, or activity on the subject. During the past six months, we have studied numerous trends, researched volumes of literature, surveyed hundreds of programs, visited many program sites, and met with scores of people involved in community education. Based on our various experiences, we have assembled a number of general findings and comments we wish to share:

1. Working with a Community is not easy...

Perhaps an obvious statement but an important one to keep in mind, nonetheless. First of all, there is no way to satisfy everyone. Communities are as diverse across the many neighborhoods within their single boundary as they are different from other communities outside their boundary. Therefore it is important to work hard to bring peoples' energies and concerns together, but also to anticipate problems because of important differences among people. Also, keep in mind that as an organizer your best allies are the people you serve. They are committed to working with you.

2. We are increasingly facing an age of limited resources.

In his recent book, *Human Services and Resource Networks*, Seymour Sarason asks: "How do we bring people together so that by exchanging, they are generating new energies, possibilities, and capabilities?" To answer this question, Sarason suggests that people (or programs) must do three related things: 1) to confront (if only as a possibility) that many resources are and will be limited; 2) to critically examine the accepted relationship between problems and solutions; and 3) to figure out possible ways in which people and agencies can learn to exchange resources in mutually beneficial ways *and* without finances being a prerequisite for discussion or the basis for exchange.

3. Individual development and community development are concepts linked to one another through community education.

In a time of increasing uncertainty over basic concerns such as housing, energy, employment, and inflation and during an era marked by a growing interest in "lifelong learning" and "community self-reliance", the concept of community education appears to be in the right place at the right time. To offer community, social, cultural, recreational, skill, and academic activities and services at reasonable costs and at accessible community sites has become a necessity in most communities. There seems little question that individuals, groups, institutions, and communities all stand to benefit from solid community education programs.

Action Steps

Moving from some of these more general statements, we have put together some information and concrete steps people can use in creating or operating a program. Each of these two areas is divided into two parts: "Things to Know" and "Things to Do."

A. PROGRAM DEVELOPMENT ("GETTING THINGS GOING")

Things to Consider

☐ Questions (before initiating a program)

- What do you (collectively and individually) want to do?
- What are some of the basic problems/needs in the community (or neighborhood)?
- What are some of the resources and services available?
- What are some of the gaps between needs and delivery of services?
- Who might be willing to support program efforts?
- Who might be willing or appropriate to organize the efforts?
- What will be the focal point of activity?
- How will people be able to contribute if they are interested?
- When will things need to be done?
- What are potential ramifications — good and bad — for people who become involved in setting up a program?

☐ Initiating a program takes time, and it can be discouraging and frustrating. At the outset:

- There will be suspicion.
- No one will care as much as you do.
- People don't freely give their time and effort unless they believe in the goals of the program.

☐ Make it easier by:

- promising only what you can deliver.
- making yourselves a resource, a store of information regarding not only your program but others inside and outside the community — become "people brokers".
- soliciting input on a regular basis
- becoming knowledgeable about political realities, factions and teamwork.
- learning about any earlier issues related to these efforts.
- identifying special characteristics of the community — its people, its history, its resources — that lend themselves to a particular kind of program.
- being facilitative, not co-optive.

Things To Do

- In order to accomplish the basic tasks of setting goals, creating a program structure, assessing needs, assessing resources (including funding), understanding and addressing obstacles, and developing a team of workers, there are some additional things to do:
 - Elicit support of key persons
 - Help create a network or clearinghouse of information, interests, skills, and ideas to facilitate group activity and movement.
 - Aim for measurable (i.e., realistic) short-term accomplishments.
 - Build towards long-range programs and structures.
 - Collaborate, whenever possible, through alliances.
 - See that people get full recognition and credit for their work.
 - Do *not* waste people's time with unnecessary meetings.
- And in the more specific context of Community Education:
 - Create realistic surveys to gather information on the most important needs, and resources available to meet the needs.
 - Find creative and personal ways of contacting people about important community and educational issues (e.g., organizing small meetings of friends in homes where people are willing to meet).
 - Design special workshops and/or conferences on topics of interest.
- Identify specific community members — educators, youth, elderly, clergy, business people, city employees, agency personnel, and other interested residents — who are willing to offer their time, resources, or ideas in some leadership roles.
- Develop information sharing and public relations efforts through such things as a Community Education Newsletter, a slide show, cable TV, and the like.
- Set up training sessions to give people leadership skills in organizing, planning, and problem-solving, as well as information on topics of interest (including recreation and youth programs, health, housing, etc.)
- Involve people in neighborhood and city-wide community education efforts as early as possible.
- Secure space in the public schools for community use and make sure you have access to it.
- Make school and community equipment available to community education programs whenever possible and appropriate.
- Consider renaming public schools as "Community Schools".
- Have the School Committee and/or the City Council publicly endorse the concept of "Community Education."
- And if possible have them:
 - Make available funds for staff (custodial; teaching; supervisory).
 - Make available start-up money (or mini-grants) for community education programs.
 - Have a line item added to the budget(s) for community education programs, staff, or facilities.

B. PROGRAM OPERATION ("KEEPING THINGS MOVING")

Things to Consider

☐ Questions (once a program is in existence)

- What are the long term goals?
- What have been the findings of any recent assessments?
- What things have changed or are changing in the community? in the program?
- Is there a definable structure in place?
- Where is your support at this time?
- Where is the opposition (if any)?
- Who else should be involved?
- What things are "solid" at this time and what things are "shakey"?
- Can you build on other existing programs (e.g., Adult Education)?
- Does it make sense to consider expanding into any new areas (e.g., human services; community development)?

☐ Additional things to consider to keep things moving:

- Think about ways to offer (or find) strong leadership through the council, the community and the schools.
- Concentrate, at the same time, on having people take responsibility for their own lives (i.e., expressing what their needs are and how they should be met).
- Become familiar with processes and structures for dealing with problems in an ongoing, transferable way.
- Discover how other people's/agency's objectives fit with yours and how you can help each other achieve them.
- Learn new ways to "broker" resources, publicize, etc.

Things To Do

- In addition to updating and reviewing goals, needs, resources, obstacles, structures, staff, and the like, there are other things to do to maintain operations:
 - Create specific meaningful roles for people.
 - Work on improving internal structures and management systems.
 - Make sure the advisory council is representative of the community.
 - Develop and offer a training program that gives council members and others skills and knowledge to advocate for the program.
 - Add some "vision" to your program planning.
 - Explore education- and community-related funding sources.
 - Work closely with public school people on key program areas.
 - Concentrate some energy on self-renewal issues (other than funding), such as recruitment and training.
- Again, it is important to promote Community Education through concrete activities that keep the community's current program and concept in the public eye and mind:
 - Have the community designate a special "Community Education Week".
 - Establish (ad hoc or permanent) Teacher/Parent/Youth/Community groups in each school to concern themselves with Community Education issues from their perspectives.
 - Hold contests (e.g., "Community Education is...").
 - Create "mini-grant" opportunities for teachers and other community members interested in Community Education programming.
 - Set up Community Education courses and curriculum.
 - Hold "Open Houses" to which staff and students invite the community into the classroom.
 - Develop Community Education slogans, T-shirts, etc.
 - Promote special projects, conferences, workshops, etc. related to, or simply sponsored by, the Community Education Program.

Successful Program Elements: A Summary

How does one evaluate a successful program? Is it the numbers of people who participate? Or the amount of resources available? Or the number and variety of courses that are offered? Or the intensity of support from the community?

All of these are surely contributing factors. Yet, it is never easy isolating the most successful elements of any single program, much less more than one hundred.

Nevertheless, there are some outstanding features, major contributing factors, that we did discover in the programs we investigated. Among the most significant and widespread are (in no particular order of importance):

- *Sensitivity to the Community* - an understanding of the needs of a particular community or neighborhood and a sense of the best ways to meet those needs.
- *Extensive and Established Inter-Agency Cooperation* - a well-defined working partnership with other educational, cultural, recreational, and human services agencies.
- *Participation of Community Members* - the use of councils and other mechanisms in the ongoing program operations, including decision-making, budget preparation, administration, fund-raising, public relations, and hiring of staff.

- *Trained Staff Leadership* - the availability of people truly knowledgeable about community education and (ideally) intimately familiar with the community.
- *Utilization of Multiple Community Resources* - the access to community facilities other than schools and the use of material, people, and financial resources from throughout the local community.

Some of the other important features common to a large number of the programs studied were: formal support of school committee; support and interest of the superintendent; initial allocation of funding; establishment of a Community Advisory Council; implementation of a community needs (and resources) assessment; endorsement of the building principal(s); municipal support and participation; active and responsive leadership.

In the end, the most successful community education programs were those which clearly addressed the basic elements of community needs, collaboration, involvement, training, and resources in ways that were both sensitive and serious, creative and adaptive. These programs seemed to be conscious of serving in the broadest and most beneficial manner, drawing the community into fuller participation, and generating a feeling of ownership. Like most successful partnerships or relationships, exemplary community education programs demanded an investment and established a feeling *and* a means by which everyone involved believed it was really OUR program.

We wish to thank all the communities who responded to our survey. The following programs are described:

COMMUNITIES BY POPULATION AND TYPE

Less than 10,000

Ashland (S)
 Chatham (S)
 Dalton (R)
 Granville (R)
 Groton (R)
 Huntington (R)
 Lenox (R)
 Lunenburg (S)
 Medway (S)
 Merrimac (R)
 Millis (S)
 Marion★★ (R)
 Rockport (S)
 Rowley (S)
 Sandwich (R)
 Shelburne Falls—
 SEED Center★★ (R)
 Southwick (R)
 Ware (R)
 Warren (R)
 West Bridgewater
 (R)
 Wilbraham★★ (S)

10,000 — 19,999

Bellingham(S)
 Bourne (R)
 Canton (S)
 Duxbury (S)
 East Bridgewater
 (S)
 Easthampton (I)
 Grafton (S)
 Hanover (S)
 Hathorne★ (R)
 Ipswich (S)
 Kingston★★ (S)
 Mansfield (S)
 Medfield (S)
 North Andover(S)
 Rochester★ (R)
 Rockland (S)
 Scituate (S)
 Seekonk (S)
 Sharon (S)
 Somerset (S)
 South Hadley (S)
 Topsfield★★ (S)
 Wareham (R)
 Wayland (S)
 Westford (S)
 Westwood (S)
 Wilmington (S)
 Wrentham★★ (S)

20,000 — 49,999

Amherst-Pelham★★(R)
 Acton-Boxborough
 ★★(S)
 Andover (S)
 Braintree (S)
 Concord-Carlisle
 ★★(S)
 Danvers (S)
 Falmouth (S)
 Fitchburg (U)
 Gloucester(U)
 Haverhill (U)
 Holyoke (U)
 Lexington (S)
 Lincoln-Hanscom
 A.F.B.★★ (S)
 Marblehead (S)
 Marlborough (U)
 Marlborough★
 Marshfield (S)
 Methuen (S)
 Milford (S)
 Milton (S)
 Natick (I)
 Needham (S)
 Northampton (R)
 Reading (S)
 Salem (U)
 South Yarmouth★★
 (R)
 Stoneham (S)
 Wakefield (S)
 Winchester (S)
 Winthrop (S)

50,000

Billerica★ (I,S)
 Boston (U)
 Boston (Community
 School,Inc.) (U)
 Brockton (U)
 Cambridge (U)
 Chicopee (U)
 Lawrence (U)
 Lowell (U)
 Lynn (U)
 Medford (U,S)
 New Bedford (U)
 Newton (U)
 Peabody (U)
 Pittsfield (Public
 School) (U)
 Pittsfield (Com-
 munity School) (U)
 Pittsfield (Com-
 munity School) (U)
 Quincy (U)
 Revere (U)
 Springfield (Com-
 munity School) (U)
 Springfield College (U)
 (Adult
 Education) (U)
 Somerville (U)
 Waltham (U)
 Worcester (U)

KEY: R = Rural
 S = Suburban, residential
 ★ = Regional vocational-
 technical or agricultural

I = Industrial, suburban
 U = Urban
 ★★ = Regional school system

For more information, contact the Massachusetts Dissemination
Project or one of the Regional Centers listed below:

Charles Radlo
Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, MA 01583
(617) 835-6267

Paul Francis
Southeast Regional Center
Lakeville State Hospital
P.O. Box 29
Lakeville, MA 02346
(617) 947-3240

Don Geer
Pittsfield Regional Center
188 South Street
Pittsfield, MA 01201
(413) 499-0745

Maria Grasso
Northeast Regional Center
Danvers State Hospital
Harrington Building
Gregory Street
Middleton, MA 01949
(617) 777-3500, 3501, 3502

Barbara Ramsdell
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

Jeannette Harris
Springfield Regional Center
155 Maple Street
Springfield, MA 01105
(413) 739-7271

Resources For Schools...



MASSACHUSETTS DISSEMINATION PROJECT

Massachusetts Department of Education
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RESOURCES FOR SCHOOLS

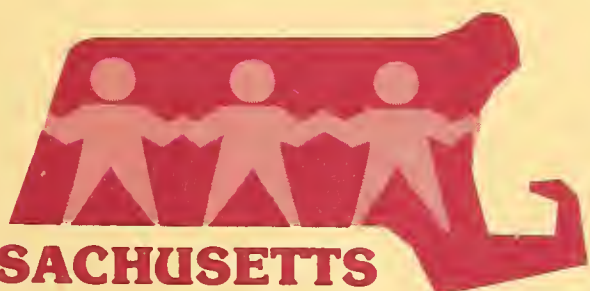
MASSACHUSETTS
DEPARTMENT
OF EDUCATION

GOVERNMENT DOCUMENTS
COLLECTION

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15. IN, OUT, AND ABOUT THE CLASSROOM: A COLLECTION OF ACTIVITIES



MASSACHUSETTS
DISSEMINATION
PROJECT

WINTER 1979

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The Massachusetts Department of Education insures equal employment educational opportunities affirmative action regardless of race, color, creed, national origin, or sex, in compliance with Title IX, or handicap, in compliance with Section 504.

15. IN, OUT, AND ABOUT THE CLASSROOM: A COLLECTION OF ACTIVITIES

PREPARED BY

The Massachusetts Dissemination Project

31 St. James Avenue, Room 614

Boston, Massachusetts 02116

Telephone: (617) 727-5761

Cecilia M. DiBella

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Elizabeth J. Maillett

Production Coordinator

Mitzie Kocsis

Researcher/Writer

Ann Stutz VanWinkle

Consulting Editor

Ruth Santer

Secretary

This publication was made possible by a grant from the National Institute of Education, United States Department of Health, Education and Welfare (NIE-G-76-0058). However, the opinions expressed or materials included do not necessarily reflect NIE policy and no official endorsement by the National Institute of Education should be inferred.

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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resources and materials for school programs and services;
- to assist the Department of Education and its six regional education centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. Ultimately, the regional centers will function as switchboards--sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series, as its name suggests, is one way the project is helping make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the *RESOURCES FOR SCHOOLS* series or the Massachusetts Dissemination Project. A listing of regional education centers (inside back cover) provides easy reference to the center nearest you.

RESOURCES FOR SCHOOLS presently available:

1. *A CATALOG OF PUBLICATIONS FROM THE MASSACHUSETTS DEPARTMENT OF EDUCATION*
2. *VIDEO TAPES FOR TEACHING* (being revised)
4. *COMMUNITY INVOLVEMENT IN YOUR SCHOOL: A GUIDE TO PEOPLE, PROGRAMS, AND PUBLICATIONS*
5. *THE STUDENT'S GUIDE TO SPECIAL EDUCATION* (being revised)
6. *IMPLEMENTING CHAPTER 622: EXEMPLARY PROGRAMS FOR ALLEVIATING RACISM AND SEXISM IN MASSACHUSETTS SCHOOLS*
9. *RESOURCES FOR TRAINING EDUCATORS OF CHILDREN WITH SPECIAL NEEDS*
10. *A RESOURCE GUIDE FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS*
11. *NEW DIRECTIONS IN GUIDANCE AND COUNSELING SERVICES IN MASSACHUSETTS*
12. *OPTIONS IN ENVIRONMENTAL EDUCATION*
14. *COMMUNITY EDUCATION: AN ACTION HANDBOOK*

RESOURCES FOR SCHOOLS topics to look for in the future:

- alternative education
- equal opportunity in vocational education
- sex equity training strategies
- student rights and responsibilities

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INTRODUCTION

Discussing alcohol abuse with your students? Beginning an energy conservation program? Looking for films, classroom aides, or curriculum guides? If so, In, Out and About the Classroom may be of assistance. This booklet contains a collection of services available to, but often underutilized by, professionals in the areas of curriculum materials, field trip sites, films, and training and support services.

Through interviews with Department of Education staff, and news releases through educational organizations, a sizeable contact list developed. Many organizations responded and most are described briefly. Addresses, telephone numbers, regional offices, and, in most cases, contact people are listed to encourage readers to initiate personal inquiries. Services are broadly categorized under curriculum areas but readers may refer to the index to locate names of specific organizations. Many services are offered free or at nominal cost.

We hope In, Out, and About the Classroom introduces some new possibilities for educational ventures, as well as reacquainting readers with some "old friends". While it would be impossible to list every source in Massachusetts, we have attempted to survey varied ethnic and cultural groups, and to gather information from all parts of the state. In addition to places listed here, libraries, colleges, community groups, and businesses are often willing to collaborate with schools, and teachers are encouraged to expand these contacts.

Thanks go to all the organization representatives who shared information; to Department of Education staff who offered suggestions; to Massachusetts Dissemination Project staff, Cecilia DiBella, Elizabeth Maillett, and Ann Van Winkle, for their critical analyses and editing; to Joan Frank for assistance with graphics; and to Joan Vericella, Leslie Jones, Debra Urban, and especially Ruth Santer and Dorothy Linick for their efforts in the typing of this publication.

Mitzie Kocsis
Winter 1979





ADULT EDUCATION

ADULT EDUCATION ASSOCIATION OF MASSACHUSETTS,
INC. (AEA MASS)
c/o Boston Public Library
Boston, MA 02117
Tel. (617) 861-2323

CONTACT: Richard N. Smith, President

AEA is an association for individuals and institutions concerned with the education of adults. Members are kept up-to-date and involved with many issues connected with adult education through publications, annual conferences and workshops, legislative activities, learning center services, and collaboration with other groups. The AEA in Massachusetts offers local seminars and workshops and will consult with groups interested in developing adult education programs.

ASSOCIATION OF INDEPENDENT COLLEGES AND
UNIVERSITIES IN MASSACHUSETTS (AICUM)
11 Beacon Street, Suite 1224
Boston, MA 02108
Tel. (617) 742-5147

CONTACT: Frank A. Tredinnick, Jr.
Executive Vice President



AICUM's activities are aimed at preserving and strengthening independent higher education in the Commonwealth, and creating a climate in which the resources of these institutions may be utilized by Massachusetts' students and citizens. The Association acts as a liaison between the publicly and privately supported higher education communities, assembles and provides information, and helps shape proposals and policies. A comprehensive government relations component interprets the needs of independent higher education programs to government officials and legislators, and assists in formulating legislation and regulations affecting its members. Striving to interpret the roles, services, and needs of privately supported colleges and universities, AICUM sponsors informational programs and seminars throughout the state.

CAMBRIDGE CENTER FOR ADULT EDUCATION (CCAIE)
42 Brattle Street
Cambridge, MA 02138
Tel. (617) 547-6789

CONTACT: David Tickton, Program Assistant

The Center offers a variety of courses, lectures, and workshops for residents of Cambridge and surrounding communities. Some courses award credit through the Continuing Education Department of the Massachusetts College of Art. Classes may be audited for no credit. Nominally priced tickets are sold in advance for Tuesday evening lectures, scheduled from September through May. Request a course catalogue or details about plays and concerts.

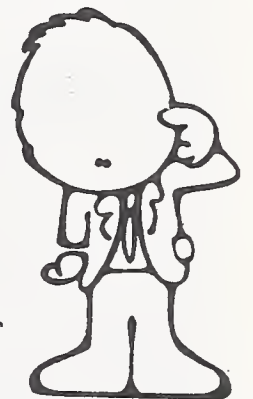
COMMUNITY EDUCATION DEVELOPMENT CENTER
Worcester State College
486 Chandler Street
Worcester, MA 01602
Tel. (617) 752-7700 ext. 184

CONTACT: Dr. Felix Masterson, Director

The Center provides information, training, and consultation on community education issues free of charge. Target groups include school districts, community groups, and teachers throughout the state. Resources include a library of books and materials on community and adult education.

COMMUNITY TRAINING RESOURCES (CTR)
12 Maple Avenue
Cambridge, MA 02139
Tel. (617) 354-4418

CONTACT: Paul Montgomery, Director



CTR brings skill-oriented training opportunities to people in the Greater Boston area who work with people but lack professional skills. Staff design and teach in-service training for local agencies and programs. Students include: day care aides, teachers, court personnel, hospital workers, youth workers, police, case aides, outreach workers, elderly workers, clergy, and neighborhood parents. Faculty negotiate specific course content and methods with students,

drawing upon the experience adults bring to these learning situations. Brochures, published twice a year, describe courses in such areas as mental health, staff development and communication, interviewing, and parent conferencing. CTR cooperates with local institutions to secure high school or college credit.

CONTINUING EDUCATION INSTITUTE, INC. (CEI)
19 Wiltshire Road
Brighton, MA 02135
Tel. (617) 254-5012

CONTACT: Lloyd David, Director



CEI aims to serve the present and future needs of adult education in the United States and to establish contacts with similarly motivated institutes in other countries. This group lists the following objectives: developing, implementing, and evaluating programs; training professionals to design, support and maintain adult programs; and conducting research.

EDUCATION SERVICES CENTER
Hanscom Air Force Base (DPE-31)
Bedford, MA 01731
Tel. (617) 861-2323

CONTACT: Richard N. Smith

The Center provides education and training for military personnel and their dependents. Government employees working at the base and local community members may also participate in most programs. The Center conducts college undergraduate and graduate degree programs, provides adult basic education courses, and serves as a college entrance and high school equivalency testing station. Audio-visual equipment is available for programs but must remain on the base. Staff will speak to local groups, and share personal areas of expertise.



EDUCATIONAL EXCHANGE OF GREATER BOSTON
17 Dunster Street
Cambridge, MA 02138
Tel. (617) 876-3080

CONTACT: Zelda Lions, Executive Director

The Exchange provides free educational information and counseling for adults. They publish an annual catalogue, Educational Opportunities of Greater Boston, which includes a summer supplement.

INSTITUTE OF OPEN EDUCATION (I.O.E.)
in affiliation with Antioch University
15 Mifflin Place
Cambridge, MA 02138
Tel. (617) 492-5108



CONTACT: Ann Lebreck, Director of Admissions

The Institute sponsors free participatory weekend workshops to enhance professional effectiveness which are open to the public. Topics include: "Human Services Administration," "Stress and Human Development," "Loss and Change in Adulthood," and "Communication Skills." The faculty also conduct workshops similar to their Saturday sessions for schools. These consist of one free workshop per organization. The Institute offers in-service Master of Education degree programs for human service professionals, educators, and people in career transition. Programs take advantage of students' formal and informal experience and use the candidates' work sites as laboratories for learning.

Western branch office:
38 Gothic Street
Northampton, MA 01060
Tel. (413) 586-1975

MASSACHUSETTS ASSOCIATION FOR PUBLIC
CONTINUING AND ADULT EDUCATION (MAPCAE)
c/o Continuing Education Institute
19 Wiltshire Road
Brighton, MA 02135
Tel. (617) 254-5012



CONTACT: Lloyd David, President

A professional organization of adult educators, MAPCAE provides leadership for the development

ART

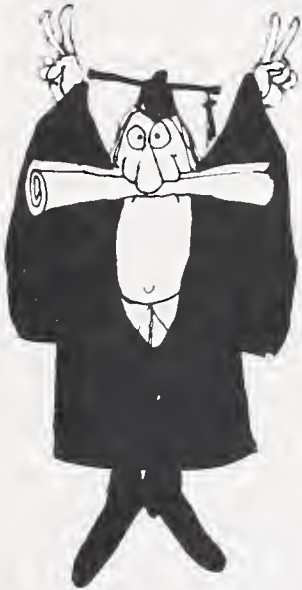
This section has been divided into subgroups. The first six organizations listed below offer services in a variety of art forms. The categories following that, list organizations focusing primarily on the VISUAL ARTS or the PERFORMING ARTS.

COOPERATIVE ARTISTS INSTITUTE (CAI)

311 Forest Hills Street
Jamaica Plain, MA 02130
Tel. (617) 524-6378

CONTACT: Susan Porter or Charles Holley

The Institute utilizes the arts to solve problems by enabling artists to work with business, educational institutions, and the larger community to improve the quality of work, play, education, and human services. Using such methods as the Tribal Rhythms Art Approach, a blend of performing and visual art forms common to tribal societies, students develop cultural awareness and group spirit, while exploring their creative abilities. CAI conducts workshops and training for teachers, graduate students, parents, community and cultural groups. Teacher workshops introduce techniques for integrating the arts into classroom curricula. Business-trained artist/consultants at the Institute offer arts-based solutions to employee and public relations, or promotion problems for businesses, government agencies, and other groups.



CREATIVE EDUCATIONAL ASSOCIATES, INC. (C.E.A.)

199 Beacon Street
Boston, MA 02116
Tel. (617) 266-5081

CONTACT: Richard Hoffmann or Jon Oliver

C.E.A. fosters creative teaching techniques and the integration of arts into educational settings through workshops and classroom visits which incorporate drama, photography, and the visual and performing arts. Target groups include teachers, therapists, activity directors, and any professional serving pre-schoolers through the elderly. C.E.A. has also developed programs which promote intergenerational learning activities. Fees are based upon program length, location, materials, and the number of participants. Currently, C.E.A. is building a collection of

resource books, curriculum guides, audio-visuals, and related items.

THE CULTURAL EDUCATION COLLABORATIVE (CEC)
164 Newbury Street
Boston, MA 02116
Tel. (617) 267-6254
1-800-952-7433 Culture Connection



CONTACT: Polly Rabinowitz, Executive Director

CEC helps schools and communities use cultural organizations as educational resources. Staff also provide technical assistance in management, proposal writing, and school/cultural organization collaboration. Culture Connection, a computerized information and planning service of the Collaborative, links subscribing educators with over 180 cultural resources across the state. Publications include guides to school/cultural organization collaboration, program resources of cultural groups, project related literature in the areas of career education and the humanities, and a free bimonthly newsletter.

Western branch office:

49 Chestnut Street
Springfield, MA 01103
Tel. (413) 732-1448

CONTACT: Virginia S. Allison, Director

MAGUS CENTER FOR THE PERFORMING AND FINE ARTS
The Gideon Tucker House
129 Essex Street
Salem, MA 01970
Tel. (617) 745-1638

CONTACT: Alan W. Mianulli, Artistic Director

This Center, seeking to generate interest and knowledge in the arts, houses a professional residential theatre, visual arts studios, and a gallery. It offers educational services such as seminars and workshops for theatre arts students, instructors, and the general public. Professionals share their artistic expertise with groups in the North Shore area. Current plans include developing publications and a newsletter.

TRYARTS PROJECT
c/o Cultural Education Collaborative
164 Newbury Street
Boston, MA 02116
Tel. (617) 267-6254

CONTACT: Joyce Alexander, Project Director

By introducing children in Boston's elementary schools to professional artists and performers, and involving them in the creative process, this federally funded project stimulates self-awareness and fosters intercultural communication. Participating schools host a resident artist for four to six months, pair with a cultural group or organization, become involved in a Performance Touring Program, and receive free art workshops. TryArts distributes brochures and anthologies at no cost and publishes a newsletter. Staff plan to develop resource materials including handbooks for teachers and artists.

WEST SUBURBAN CREATIVE ARTS COUNCIL
80 Dean Road
Weston, MA 02193
Tel. (617) 235-4897

CONTACT: Patricia H. Benedict, Chairperson

The Council, composed of representatives from volunteer organizations, encourages parents to support school programs of high artistic quality, helps them form committees to do so, and shares programming and funding ideas. Twenty public and private school systems work with this group to bring talented musicians, artists, poets, dancers, and actors into schools for curriculum enrichment. The Council hosts guest speakers, provides free workshops for members, maintains a card file of programs, and welcomes contacts from artists wishing to participate in school programs.



VISUAL ARTS

ALLIANCE FOR ARTS EDUCATION
John F. Kennedy Center
Washington, D.C. 20566

The Alliance provides free copies of Programs That Work, a directory of tested programs in arts education, gathered from educational institutions and arts organizations around the country.

THE ART INSTITUTE OF BOSTON (AIB)
700 Beacon Street
Boston, MA 02215
Tel. (617) 262-1223

CONTACT: Sissy Willis, Director of Publicity

The city's oldest independent school for the visual arts, AIB sponsors an eight week program in drawing and design fundamentals for gifted high school juniors and seniors. These Saturday Studio Sessions concentrate on fundamental drawing and organizational concepts, and employ studio instruction and demonstrations. A Saturday Seminar Series for high school art teachers, currently in the planning stages, will present open and panel discussions on art education topics (contact Nathan Goldstein).

As part of the Art Institute's Visual Communications Service, students concentrating in advertising and graphic design, or packaging and illustration, create logos, posters, brochures, and promotional materials for area businesses and institutions, charging student rates (contact Sue Morrison). Additional services include: a free newsletter, lecture series, design seminars for students and young professionals, and evening and summer workshops.

ARTISTS-IN-RESIDENCE PROGRAM (A.I.R.)

The Artists Foundation, Inc.
100 Boylston Street
Boston, MA 02116
Tel. (617) 482-8100

CONTACT: Deborah Black, Program Assistant

This program, funded by the Massachusetts Council on the Arts and Humanities and the National



Endowment for the Arts, places artists in schools and community settings statewide to increase awareness of the artistic process. School residency coordinators receive in-school training through workshops, while teachers and resident artists participate in a two day orientation. A team of five visiting artists supplements the program's activities. A.I.R. staff will speak at conferences and meetings and offer information and referral regarding alternate funding strategies and ways to integrate arts into the curriculum.

CRAFT CENTER
25 Sagamore Road
Worcester, MA 01605
Tel. (617) 753-8183

CONTACT: John I. Russell,
Educational Coordinator



The Craft Center promotes craft education through classes, professional apprenticeships, exhibits, and programs. Craftsmen provide professional instruction in a seven studio workshop, fully equipped with hand and power tools. Other facilities include an exhibition gallery and library of contemporary crafts, magazines, and slides of artists' work. Programs include films, lectures, demonstrations, and special events. Staff also offer seminars, speakers, and workshops at varying fees and provide information and referral regarding craft education. Exhibition posters and class brochures are released periodically, and members receive special mailings throughout the year.

THE DECORDOVA MUSEUM
Sandy Pond Road
Lincoln, MA 01773
Tel. (617) 259-0505

CONTACT: Merrie Blocker

The DeCordova Museum offers outreach programs to schools, communities, and the elderly. Their Learning Through Art project assists teachers in integrating the visual arts into social studies curricula. Curriculum materials can be rented or purchased. An exhibition program brings artists' demonstration workshops to schools. Project directors present information to regional

groups interested in adapting their programs. Other services of interest include the Museum School, listing over one hundred courses each semester; DeCordova's library of art books which is open to members; catalogues; and newsletters.

MASSACHUSETTS ART EDUCATION ASSOCIATION (MAEA)
98 Cedar Street #20
Wakefield, MA 01880
Tel. (617) 245-5885

CONTACT: Linda E. Murphy, President

MAEA promotes art education for students in pre-school through college. Art educators may obtain publications produced by the National Art Education Association, a quarterly newsletter, and conference offerings through professional membership. A Crisis Intervention Team provides advice and support for members regarding contract and professional issues. Efforts to raise public awareness of the importance of art education culminated with sponsorship of Youth Art Month in March 1979.

MUSEUM OF FINE ARTS (MFA)
479 Huntington Avenue
Boston, MA 02114
Tel. (617) 267-9300



Three units of the Museum's Education Department sponsor public programs.

Primary, secondary, and college students can arrange visits to the galleries and collections via the School Programs division. Staff suggest scheduling well in advance, particularly for the Egyptian and French Impressionist exhibits. Special activities include high school seminars, programs for the gifted and talented, and involvement with the Boston Public Schools. In-museum workshops teach instructors how to use the MFA's collections in traditional curricula. Tours and flyers are free. Nominal fees are charged for workshops. Contact Mrs. Clough, the Appointment Secretary (ext. 310, for further information.

Children and adults may enroll in any series sponsored by the Workshop Programs division. Programs include: art classes, integrated arts programs with studio projects, and drop-in after-

school studio sessions. An elderly outreach program trains senior citizens to present talks at locations convenient to older people. Special needs and elderly groups should contact Cindy Stone (ext. 298). Eleanor Rubin (ext. 300) plans activities for those with visual or hearing impairments.

The Exhibition Resources staff plans programs which elaborate on and provide a context for special exhibitions and permanent collections. It offers an adult lecture and film series, gallery talks, visiting speakers, and concert and dance programs. "Programs for All Ages" involve families in activities which include demonstrations, workshops, and museum walks. Programs which are not free offer reduced rates to students and members. Interested individuals may be placed on a lecture series mailing list. The Museum Calendar, included with membership, may be picked up at the MFA by non-members. Contact Vishakha Desai (ext. 297) about Exhibition Resources programs.

MUSEUM OF FINE ARTS (MFA)
49 Chestnut Street
Springfield, MA 01103
Tel. (413) 733-5857

and

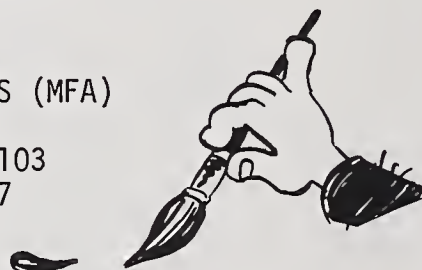
GEORGE WALTER VINCENT SMITH ART MUSEUM (GWVS)
222 State Street
Springfield, MA 01103
Tel. (413) 733-4214

CONTACT: Janet Gelman, Curator of Education

These sister museums offer guided tours for pre-school through adult groups. The Museum of Fine Arts, housing a large collection of American art, accommodates groups of up to sixty people for forty-five minute to one hour tours.

GWVS, with collections of Japanese weapons, decorative arts, and jades, schedules groups of up to forty-five people for tours Wednesday through Friday. An educational "Japan Program" allows grades 3 - 12 to sample Japanese life through exposure to costumes, flower arrangement, and origami.

Schedule tours one month in advance. Brochures are available to help plan school visits. A Wednesday "Art-a-la-Carte" lecture series is open to the public.



PHOTOGRAPHIC RESOURCE CENTER
Box 507
Boston, MA 02102
Tel. (617) 426-8402



CONTACT: Chris Enos, Director

The Center serves as an information resource and research library; sponsors public lectures; coordinates workshops; and maintains a master calendar of exhibitions, workshops, lectures, and photography related events. A monthly newsletter is included with membership. Individual and institutional memberships are available.

UNIVERSITY FILM STUDY CENTER (UFSC)
18 Vassar Street, 20B-120
Cambridge, MA 02139
Tel. (617) 253-7612

A regional media arts resource center serving Boston and New England, UFSC promotes film, video, and photographic arts through a variety of educational, exhibition, and information services. A library holds books, periodicals, and research materials; information on festivals, distributors, and film programming; and critical and theoretical materials. A Guide to Film and Video Resources in New England is also available. They have an on-site screening room for previewing their collection of classic feature films, documentaries, and shorts (by appointment). Center Screen, a public exhibition program, showcases independent film and video productions. Other services include a quarterly newsletter, a Summer Institute on the Media Arts, and special magazine subscription rates for members.

WORCESTER ART MUSEUM
55 Salisbury Street
Worcester, MA 01608
Tel. (617) 799-4406

CONTACT: Ellen R. Berezin, Curator of Education

The Worcester Art Museum invites teachers who would like to enrich classroom studies through a field trip to their facility. Public and private school groups (K - 12) and their chaperones do not pay the regular entrance fee. Teachers and group leaders should contact the Education Division one month in advance to arrange

gallery tours. When possible, the staff will design tours which enhance particular areas of study. College and graduate school classes, scout troops, clubs, and organizations may also book gallery tours. The Museum can accommodate groups of handicapped persons, special education classes, and adult groups from state institutions. Some bilingual tours can also be arranged. The public may borrow from a slide collection or review non-circulating art reference books while in the library. Teacher training sessions and studio art classes are also available.

YELLOW BALL WORKSHOP
62 Tarbell Avenue
Lexington, MA 02173
Tel. (617) 862-4283

CONTACT: Yvonne Andersen

The Workshop introduces children eight years and up to the rudiments of animated film. A group of prize winning 16mm, color, sound, animated films, as well as a documentary film about film animation, are presented for rental or sale. Children handle all elements of production--art and camera work, story, animation, editing, and sound. Instructor Yvonne Anderson is available for consultation, lectures, and "hands on" film animation workshops.

PERFORMING ARTS

ADVENTURES IN MUSIC (AIM)
P. O. Box 71
Lincoln, MA 01773
Tel. (617) 369-1984



CONTACT: Esther Traub, Vice President

AIM presents professional concert programs chosen for their appeal to children K - 6 and their families. Performances are enhanced by visual, dramatic, and verbal effects; and by audience participation. Staff work closely with music supervisors and teachers at participating schools, supplying pre-concert tapes and study materials. Students become involved as instrumentalists, dancers, mimes, and gymnasts. An annual contest culminates in the orchestration of award winning works composed by children. Thirty towns participated in their 1978-79 season.

ARTS/BOSTON, INC.
73 Tremont Street, Suite 820
Boston, MA 02108
Tel. (617) 742-6600

CONTACT: Susan Prien, Administrative Assistant

ARTS/BOSTON promotes the performing arts by providing general arts information for the Greater Boston area. Target groups include high school students, senior citizens, and technical/clerical workers. Boston on Stage, a monthly arts calendar, offers an annual subscription. MAP, a listing of Boston's cultural highlights, is available free, in limited quantities. ARTS/BOSTON also furnishes information on more than sixty performing groups in the area.

BOSTON ARTS GROUP (BAG)
367 Boylston Street
Boston, MA 02116
Tel. (617) 267-7196

CONTACT: John Chandler,
Director of Public Relations



A center for alternative theatre in Boston, BAG offers new and experimental works each season. In-house and statewide touring productions bring entertaining and educational programs to school and community groups at individual or group rates. A Theatre School provides professional training in all facets of theatre. The Boston Arts Group also features a call board listing local auditions.

CAMBRIDGE ENSEMBLE
1151 Massachusetts Avenue
Cambridge, MA 02138
Tel. (617) 876-2544

CONTACT: John Collins, General Manager

A resident, experimental theatre company, the Cambridge Ensemble introduces new playwrights, creates new plays, performs the classics, and adapts literary works for the stage. A newly formed company tours high schools, colleges, and organizations which have space for performances. Past productions have visited Massachusetts prisons, and children's hospitals. A

children's theatre production also performs yearly. Workshops, held at the theatre, charge individual fees. Performances, followed by seminars, may also be arranged.

CITY STAGE COMPANY (formerly Shakespeare & Co.)
539 Tremont Street
Boston, MA 02116
Tel. (617) 266-2733

CONTACT: Deidre Kelly, Tour Director

City Stage brings both live educational theatre programs and workshops to schools and community groups across the state. The company presently offers three plays for the elementary school level; and four plays for junior high, high school, and adult audiences. Student or faculty workshop topics include: "Language Through Action," "Storytelling," "Creative Writing," and "Oral Interpretation." Staff members also conduct year-round drama classes at the Boston Center for the Arts.

FOLK ARTS CENTER OF NEW ENGLAND, INC.
62 Fottler Avenue
Lexington, MA 02173
Tel. (617) 862-7144

CONTACT: Conny or Marianne Taylor

Anyone interested in traditional folk dance and music will enjoy the activities of the Folk Arts Center. Their primary focus on teaching and participation is reflected in regular classes and workshops in folk dance. Public relations seminars are designed to assist folk arts groups. Information on records, dance direction, and related organizations is also available. Newsletter subscriptions are available for a small fee.

THE JUST AROUND THE CORNER COMPANY
Boston Center for the Arts
539 Tremont Street
Boston, MA 02116
Tel. (617) 482-9501

CONTACT: Carolyn Russell, Tour Manager



Just Around the Corner creates and offers audience participation plays which tour throughout New England, for elementary and junior high groups. An ethnically diverse company of actors and teachers adapts programs to various educational environments. Summer Street Theatre brings drama to camps, community centers, and neighborhood playgrounds. Junior high audiences explore the Lawrence Mill Strike of 1912 through a theatre residency program entitled On The Line. Pre and post performance workshops and curriculum materials round out Company activities. Schools may reserve performance dates for two new shows on China and nutrition which begin touring in October, 1979. Funding for shows may be available through the New England Foundation for the Arts, (617) 492-2914.

THE LEARNING GUILD
Boston Center for the Arts
551 Tremont Street
Boston, MA 02116
Tel. (617) 426-0101

CONTACT: Brayton Shanley, Assemblies Coordinator

The Guild presents "Artworks, Rhythms, and Stage," an hour-long school assembly program. Curriculum materials, available for grades K - 12, precede the school visit. Prior to the "performance," a small group of students receive training from the performer/instructor and then participate in live, mixed media demonstrations. Follow-up materials suggest ways to integrate the program into regular curricula. The Guild publishes a monthly newsletter.

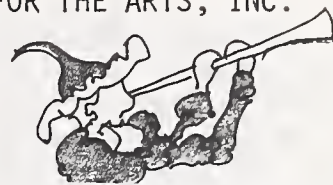
MAYOR'S OFFICE OF CULTURAL AFFAIRS (MOCA)
182 Tremont Street
Boston, MA 02111
Tel. (617) 725-3000 or
(617) 261-1660 (Artsline)



CONTACT: Lisa Lefer, Public Relations Director

The Mayor's Office of Cultural Affairs schedules visual, musical, and theatrical arts events for people of all ages in the Greater Boston area. City Arts Grants, a matching funds project, supports organizations producing community oriented arts projects. The Artsline is a recorded schedule of entertainment offerings including Summerthing programs.

NEW ENGLAND FOUNDATION FOR THE ARTS, INC.
(N.E.F.A.)
8 Francis Avenue
Cambridge, MA 02138
Tel. (617) 492-2914



CONTACT: Erika Zaccardo, Touring Coordinator

Through its performing arts touring programs, the Foundation offers subsidies to schools and community-based organizations which sponsor performances, workshops, and resident programs by New England-based performing arts groups. It also assists these sponsoring organizations in locating and scheduling appropriate performing groups.

THE NEW ENGLAND THEATRE CONFERENCE, INC. (NETC)
50 Exchange Street
Waltham, MA 02154
Tel. (617) 893-3120

CONTACT: Marie L. Philips, Executive Secretary

An association of individuals, educational institutions, and theatrical groups, NETC sponsors training programs, short courses, and seminars on specialized subjects as well as state and regional drama festivals for high schools, colleges, and communities. A speakers' bureau/consultant service makes available endorsed experts to conduct programs or advise on theatre organization, play selection, production, casting, and publicity. Directories listing school, college, community, professional and summer theatres; performing and touring companies; and professional theatre schools; afford information and referral.

PEOPLE'S THEATRE, INC.
25 Vassal Lane
Cambridge, MA 02138
Tel. (617) 354-2915 or 492-0538

CONTACT: Chris Connaire, Managing Director

Multi-racial casts bring theatre activities which foster understanding among diverse groups to people who might not otherwise attend the theatre. A school touring program accepts bookings from schools east of Worcester. Productions tour housing projects, nursing homes, community

centers, and playgrounds in the Greater Boston area. Workshops for children, teenagers, and elderly groups explore theatre skills, exercise, and movement. While usually conducted at their main theatre at 1253 Cambridge Street, Inman Square, Cambridge, workshops do travel to other sites. A free bimonthly newsletter is available upon request.

PUPPET SHOWPLACE
30 Station Street
Brookline Village, MA 02146
Tel. (617) 731-6400

CONTACT: Mary Churchill, Director



Dedicated to the artistic development of puppetry, the Showplace sponsors puppet theatre by New England actors. Speakers and workshop leaders travel throughout New England giving instruction in making and manipulating puppets, projecting voices, maintaining a theatre, and related subjects. Fees vary according to circumstances. The Showplace also displays toy and professional puppets, some of which may be purchased; serves as a contact with professional troupes; and maintains a large reference library open to the public by appointment. Newsletters, released two or three times per year, are mailed free of charge.

SUNSHINE THEATRE COMPANY
12 Fayette Street
Boston, MA 02116
Tel. (617) 426-7535

CONTACT: John Collins, Artistic Director

This professional mime troupe produces three to four new shows each year for children and adults. Performances tour schools, colleges, and nightclubs. In addition, the Company conducts workshops, classes, and lecture demonstrations in mime, movement, and character work. Their "Spirit of Mime" production introduces children to the world of mime through music, stories, and characters. Contact the Company for more information regarding how mime can entertain, educate, and amaze.

THEATER WORKSHOP BOSTON (TWB)
Eliot Hall
7 Eliot Street
Jamaica Plain, MA 02130
Tel. (617) 522-8300

CONTACT: Hassan Gebel,
Coordinator-Education Projects

Theater Workshop promotes the arts in education through resources such as booklets on the use of theater techniques in the classroom, participation theater for young audiences, and scripts for children. Evening Arts In Education classes incorporate student projects in applying arts techniques to specific curriculum topics. TWB hosts an annual spring symposium and weekend workshops. Pamphlets and scripts are available at nominal prices. A quarterly newsletter is free.



BILINGUAL/BICULTURAL EDUCATION

BILINGUAL RESOURCE CENTER
Blackstone School
380 Shawmut Avenue
Boston, MA 02118
Tel. (617) 267-7050



CONTACT: Jeannette Pollard, Resource Librarian

A component of the Boston public schools, this resource center provides information and reference services for all types of multilingual and multicultural materials. It houses materials in eight languages: English, Spanish, Chinese, Italian, French (Haitian), Portuguese (Cape Verdean), Greek, Vietnamese, and a collection of English-as-a-Second-Language materials. The librarian maintains communication with, and offers referral to state and federal agencies and resource centers. While the holdings are lent only to Boston public school personnel, other interested individuals may browse through this collection.

BOSTON UNIVERSITY BILINGUAL RESOURCE AND
TRAINING CENTER (BUBRTC)
School of Education
765 Commonwealth Avenue
Boston, MA 02215
Tel. (617) 353-2827

CONTACT: Marjorie Kirstein,
Administrative Assistant

Serving the New England region, this center trains bilingual personnel and helps schools and communities develop or improve bilingual programs. Mini-courses and workshops address general topics and issues concerning specific cultural groups. Research teams, field specialists, and university faculty assist educators with program planning, development, and implementation. Resources include: a catalogue of publishers of bilingual materials; a library of bilingual assessment instruments; and curriculum materials in Greek, Italian, Spanish, Portuguese, French, and Chinese.

MULTILINGUAL MULTICULTURAL RESOURCE AND TRAINING CENTER

Rhode Island College
Horace Mann Hall, Room 046
Providence, RI 02908
Tel. (401) 456-8280 or 456-8281

CONTACT: Adeline Becker, Director

Part of a federally funded network for bilingual education, the Center is staffed by specialists proficient in Cape Verdean Creole, French, Italian, Portuguese, Spanish, and English-as-a-Second-Language. Areas of pre-service and in-service training for bilingual educators include: materials selection, curriculum design, testing and evaluation procedures, and classroom management. Books and journals, audio-visual aids, tests, textbooks, and teacher manuals are available through the Resource Center library. Additional activities include: pilot testing consultation; free seminars, workshops, and speakers; and free semiannual newsletters.

NATIONAL ASSESSMENT AND DISSEMINATION CENTER (NADC)

Lesley College
49 Washington Avenue
Cambridge, MA 02140
Tel. (617) 492-0505

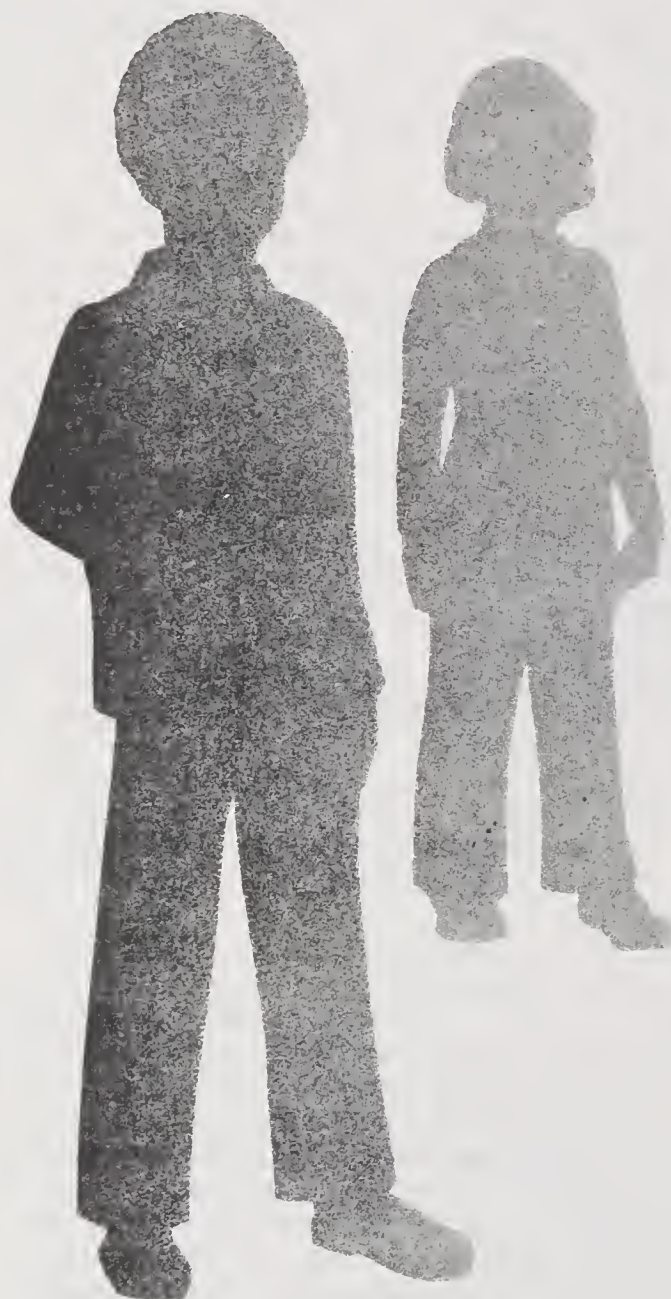


CONTACT: John R. Correiro, Director
Patricia A. Miller, Assistant to
the Director

One of forty-two centers forming a federally funded national bilingual network, NADC serves educators through material and program assessment, publications, and dissemination. Their library of curriculum and program materials in Spanish, Portuguese, French, Greek, Italian, native American dialects, Japanese, Chinese, and Korean, offers commercial materials as references and public domain items at photocopying costs. A catalogue lists curriculum materials available for purchase. Bilingual Journal, published quarterly and free to Title VII project directors, presents timely developments in bilingual-bicultural education. NADC also provides free testing information and assistance including both criterion and norm-referenced materials. Schools may submit locally

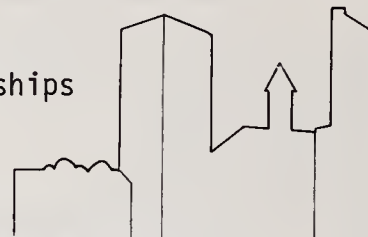
developed materials for review and/or field testing.

Note: See also resources listed in FOREIGN LANGUAGES section, p. 29.



CAREER/OCCUPATIONAL EDUCATION

DYNAMY
Learning Through Internships
57 Cedar Street
Worcester, MA 01609
Tel. (617) 755-2571



CONTACT: S. Paul Reville, Director

Dynamy offers full-time unpaid and non-credit internships in the professions, crafts, businesses, government, labor unions, social agencies, and other organizations which develop professional, occupational, and general work skills. There are no specific prerequisites for participation in Dynamy. Interns, ages 17-21, arrange interviews with sponsors to define goals, scope, and length of the internship. Both sponsor and intern evaluate the experience. Dynamy also offers a seven-week, action-oriented, Urban Studies program featuring a unique combination of field and academic work.

FUTURE FARMERS OF AMERICA (FFA)
Massachusetts Department of Education
Division of Occupational Education
31 St. James Avenue, Room 550
Boston, MA 02116
Tel. (617) 727-9477



CONTACT: Peter Johnson, Executive Director

The Future Farmers of America aims to develop leadership, citizenship, and cooperation in agriculture. To be a member, students must be enrolled in an agriculture/agribusiness program in a high school or vocational school. FFA activities and award programs complement classroom instruction by giving practical experience in the application of skills and knowledge. An international program provides opportunities for students to learn about agriculture in other nations. Membership may be retained following graduation until age 21.

MASSACHUSETTS ASSOCIATION OF BIOLOGICAL
FARMERS AND GARDENERS (MABFG)

P. O. Box 575
Northampton, MA 01060
Tel. (617) 435-4261



CONTACT: Betty Fitzpatrick, President

An association of agriculturists, MABFG promotes permanent and economically viable agriculture for Massachusetts and New England. Several activities have an educational focus. Throughout the growing season members open their farms to tour groups. An apprenticeship program matches people wishing experience on an organic farm with farm hosts. Speakers are also available on all aspects of biological farming and gardening. The organization shares learned skills through a slide show and recently developed resource files. Membership includes a monthly newsletter.

MASSACHUSETTS ASSOCIATION OF THE DISTRIBUTIVE
EDUCATION CLUBS OF AMERICA (MASS-DECA)

Massachusetts Department of Education
Division of Occupational Education
31 St. James Avenue, Room 550
Boston, MA 02116
Tel. (617) 727-9476 or 727-9477

CONTACT: Elena Swaim, State DECA Advisor

MASS-DECA promotes educational programs in marketing, management, and distribution which develop occupational competence in high school and junior college students. The Association fosters responsible citizenship in the American economic system. Activities conducted throughout the year include eleven in-state conferences, a North Atlantic Regional Conference, and National Career Development Conference. The Professional Division offers affiliation for educators and business people who wish to support the organization.

MASSACHUSETTS FUTURE HOMEMAKERS OF AMERICA
(MASS-FHA)

Massachusetts Department of Education
Division of Occupational Education
31 St. James Avenue, Room 550
Boston, MA 02116
Tel. (617) 727-9476 or 727-9477

CONTACT: Shirley Sheingold,
State MASS-FHA Advisor

Any student who is currently taking or has taken a course in home economics or related occupations is eligible for membership in this national vocational education association. FHA chapters emphasize consumer education, homemaking, and family life education combined with job and career explorations. HERO (Home Economics Related Occupations) chapters focus on job and career preparation recognizing that workers also fill multiple roles as homemakers and community leaders. Teen Times, the official magazine, is published four times during the school year. A free catalogue of resource materials for FHA and HERO members and adults involved in home economics education is available from:

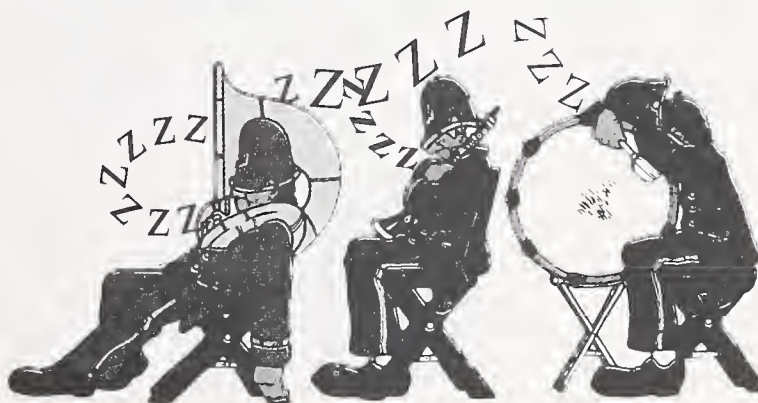
National Headquarters
Future Homemakers of America
2010 Massachusetts Avenue, NW
Washington, DC 20036
Tel. (202) 833-1925

MASSACHUSETTS INTERNSHIP OFFICE
One Ashburton Place, Room 611
Boston, MA 02108
Tel. (617) 727-8688

CONTACT: Karen Gottschalk, Director



The office assists high school, college, and graduate students seeking internships for academic credit or career exploration in government and non-profit organizations, by maintaining a list of internship opportunities and providing individualized counseling. Interns receive free insurance coverage while at their placement sites. Mass. Internship has contracted to share all placement information with seventeen area colleges. An annual publication, Reach Out and Grow, may be obtained free of charge.



MASSACHUSETTS OCCUPATIONAL INFORMATION SYSTEM
(MOIS)

60 William Street
Wellesley Hills, MA 02181
Tel. (617) 237-2942

CONTACT: Manager of User Services

This computerized career exploration system offers personalized lists of occupations, training paths, and financial aid sources. The data base includes information on: 270 different occupations; two and four year colleges, and private schools; and sources of scholarships, grants, and loans. User institutions such as schools, colleges, libraries, and public service agencies pay a monthly subscription. Occasional publications describing new or emerging occupations are distributed at small cost. A free newsletter, Career Paths, disseminates information related to career exploration.

MASSACHUSETTS VOCATIONAL INDUSTRIAL CLUBS OF
AMERICA (MASS-VICA)

Massachusetts Department of Education
Division of Occupational Education
31 St. James Avenue, Room 550
Boston, MA 02116
Tel. (617) 727-9476 or 727-9477

CONTACT: Diane D'Olimpio, State VICA Director

VICA serves young men and women enrolled in secondary and post-secondary trade, health, industrial, and technical education programs. The organization promotes high standards, fosters recognition of the interdependence of labor and management, and stimulates favorable community response to these vocational programs. Students demonstrate their occupational and leadership skills at local, state, and national competitions. An Achievement Program requires evaluation of individual progress by teachers, local business and civic association representatives, and labor and management personnel.



NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION
COOPERATION (NAIEC)

P. O. Box 2203
Springfield, MA 01101
Tel. (413) 783-5583



CONTACT: Norman T. Halls, Secretary

The Association fosters a strong alliance among education, industry, business, and government. Teacher-student resources include materials on developing curriculum and community resources, managing work-experience programs, and career guidance. NAIEC schedules seminars, speakers, and workshops at minimal costs. The group publishes journals and topic-oriented items and will accept newsletter subscriptions from non-members.

PROJECT WITS (Work in Technology and Science)
Massachusetts Institute of Technology, 20C-228
Cambridge, MA 02139
Tel. (617) 253-7378

CONTACT: Edith Ruina, Director

Project WITS provides consultation and information regarding the development of in-service programs which link educators with technological careers. Particular emphasis has been placed on helping counselors understand technical careers along with exploring and creating these career options for women and minorities.

TAKING CARE OF BUSINESS (tcb)

The Artists Foundation, Inc.
100 Boylston Street
Boston, MA 02116
Tel. (617) 482-8100

CONTACT: Linda McKinney, Director, tcb

Taking Care of Business focuses on the business, legal, and marketing aspects of an artist's career. Instructors present in-service workshops across the state on topics ranging from portfolio preparation to proposal writing. Groups may also request programs which address their specific needs. State-of-the-art demonstrations present the most current equipment, methods, and facilities in all artistic fields. Publications for

sale include a directory of foundations and organizations providing financial assistance to creative artists and articles on copyrights, contracts, apprenticeships, and related subjects.

TRI-LATERAL COUNCIL FOR QUALITY EDUCATION, INC.
125 High Street
Boston, MA 02110
Tel. (617) 426-1250



CONTACT: Marianne B. Abrams, Executive Director

The Tri-Lateral Council emerged from a cooperative effort of the Greater Boston Chamber of Commerce, the Boston School Department, and the National Alliance of Businessmen to develop individualized working relationships between businesses and high schools. The Council's staff provide support and back-up information for the special programs conducted through each partnership. Business employees provide internship experiences, act as tutors or guest speakers, lead tours of company facilities, and develop and teach special workshops. Job hunting workshops for students and Career Guidance Institutes for teachers and counselors, teach current job market and economic trends. The Council publishes a free bimonthly Tri-Lateral News, and provides a list of directories and publications available for sale. Additional resources include curriculum guides, teacher internships, seminars, speakers, and workshops.

VOCATIONS FOR SOCIAL CHANGE
107 South Street
Boston, MA 02111
Tel. (617) 423-1621

This resource center on work and social change serves Greater Boston communities by providing publications, information, training, and referral. Seminar and workshop topics address alternative uses of professional skills, women and work, the unemployment benefits system, and workplace rights. Staff refer people to other social change and human service groups, and maintain a list of employment vacancies.

WORCESTER AREA CAREER EDUCATION CONSORTIUM
(WACEC)
350 Mechanics Tower
Worcester, MA 01608
Tel. (617) 753-2924

CONTACT: Robert Sakakeeny, Executive Director

WACEC provides technical assistance to educational and employment institutions seeking to implement career education programs, work-education councils, or experiential education programs. Concerned with community collaboration, the Consortium serves as a clearinghouse on employers and their resources: internships, shadow experiences, tours, and speakers. Staff present workshops and seminars on a fee basis, publish literature based on identified needs, and offer referral to educational agencies on career development.

YWCA
140 Clarendon Street
Boston, MA 02116
Tel. (617) 536-7940



CONTACT: Juliet F. Brudney, Executive Director

The Boston YMCA is involved with schools in many ways. An Educational Opportunity Center offers free educational counseling and tutoring; and assistance with post-secondary applications, entrance procedures, and financial aid. The Vocational Education Department teaches classes in upholstery, carpentry, woodworking, and automobile repair for male and female students from Copley High School. Accredited by the Massachusetts Department of Education, students earn credit while learning occupational skills. A pilot curriculum package of games, puzzles, comic strips, and short stories encourage middle school students to examine the myths and facts about employment prospects for women.

Contact local YWCAs or YMCAs to see what programs are offered in your community.

CURRICULUM DEVELOPMENT

CAPE COMMUNITY EXCHANGE
44 Old County Road
Harwich Port, MA 02646
Tel. (617) 432-6406

CONTACT: Renée Roberts



The Exchange has compiled a Community Resource Directory for Cape Cod Public Schools, a sampling of the varieties of programming available to schools from the community at large. Indexed by subject and township, the directory lists field trips, lecture/demonstrations, performances, exhibits, career education opportunities, scholarships, work study programs, and in-school volunteer programs. Copies have been distributed to every public school and library on Cape Cod. Remaining copies are available for the cost of postage and handling.

Community Treasure Hunting, a paper describing the "how to" of surveying local community resources, is scheduled for release in late autumn. This paper will cover field trips, free or inexpensive materials, and mentors.

EDUCATION COLLABORATIVE FOR GREATER BOSTON, INC.
(EdCo)
20 Kent Street
Brookline, MA 02146
Tel. (617) 738-5600

CONTACT: Diane McCaffery, Information Specialist

In conjunction with its member school systems, the Collaborative currently plans and implements a variety of programs in the areas of urban-suburban education, special education for handicapped children and youth, environmental education, youth employment and career education, professional development, and the arts. Some programs limit participation to member systems, while others welcome educators and students from other schools. Special educators may subscribe to their quarterly special education newsletter. Member cities and towns include: Bedford, Boston, Brookline, Cambridge, Lexington, Lincoln-Sudbury Regional, Concord-Carlisle Regional, Sudbury, Medford, Newton, Waltham, and Watertown.

EDUCATION DEVELOPMENT CENTER (EDC)
55 Chapel Street
Newton, MA 02160
Tel. (617) 969-7100

CONTACT: Dennen Reilley,
Director of Field Services

EDC engages in educational research, curriculum development, material and service dissemination, and teacher education. Services provided to teachers, schools, and community agencies include: sixteen major curriculum programs; seven hundred films; training; and consultation. Speakers, seminars, and workshops can be arranged on an individual basis with fees varying according to the nature of each grant or contract. Semi-annual publications include: EDC News and Education for Parenthood Exchange. Write Adeline Naiman, Director of Publications, for a catalogue of available publications, films, and curriculum materials.

LESLEY COLLABORATIVE FOR EDUCATIONAL
DEVELOPMENT (LCED)
Lesley College
29 Everett Street
Cambridge, MA 02238
Tel. (617) 868-9600

CONTACT: Dr. William Perry, Vice President
Pamella Dean, Administrative Coordinator

LCED staff help educational agencies through in-service and retraining, curriculum development, and program or project administration; and provide assistance in proposal writing. Seminar, workshop, and other costs are minimal, to cover expenses. An Executive Search and Consultant Service helps communities find candidates for superintendencies. The Collaborative develops and publishes educational materials, films, and other learning aids.



LOWER PIONEER VALLEY EDUCATIONAL COLLABORATIVE
(LPVEC)

811 Longmeadow Street
Longmeadow, MA 01106
Tel. (413) 567-1091

CONTACT: Manley H. Hart, Executive Director

LPVEC brings career, occupational, and special education to students attending member schools through in-service workshops, speakers, and seminars. Member schools include: Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick, and West Springfield.

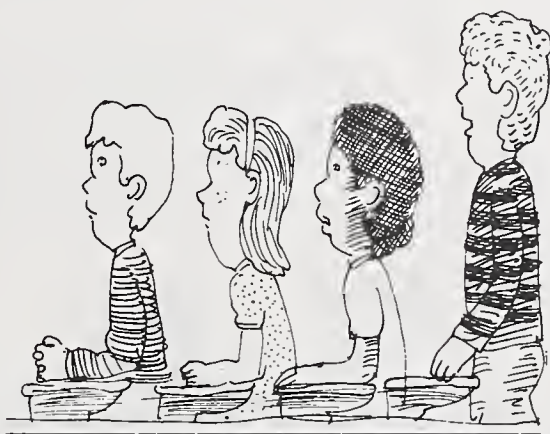
MASSACHUSETTS ASSOCIATION FOR SUPERVISION AND
CURRICULUM DEVELOPMENT (MASCD)

Lynnfield Public Schools
529 Main Street
Lynnfield, MA 01940
Tel. (617) 334-4305



CONTACT: Gilbert Bulley, President

MASCD's membership roster lists approximately two hundred college faculty, superintendents, curriculum supervisors, and teachers. Three state meetings each year offer curriculum and supervision workshops to schools in the Commonwealth. Members also cooperate with the Merrimack Education Center to gather and distribute curriculum materials. While publications are now released infrequently, plans are underway to produce a regular newsletter. Non-members may attend meetings upon payment of a registration fee. Workshop and speaker fees vary according to costs.



MASSACHUSETTS DISSEMINATION PROJECT
Massachusetts Department of Education
31 St. James Avenue, Room 614
Boston, MA 02116
Tel. (617) 727-5761 or 727-5762



CONTACT: Liz Maillett

Located within the Massachusetts Department of Education, this federally funded project helps the Department match users of educational information with resources in an effective way. Dissemination linkers at each of the six regional centers of the Department of Education maintain contact with project activities in order to assist parents and educators in locating and utilizing educational resources for local problem solving and program development. The Resources for Schools series, booklets similar to this one, identify existing and often under-utilized resources. Topics vary in relation to pressing educational issues. Each regional education center receives a supply of these and other Department publications for distribution. Contact the Project office or a regional education center (listed on the inside back cover) for information about current publications and activities.

MASSACHUSETTS EDUCATIONAL TELEVISION (MET)
54 Rindge Avenue Extension
Cambridge, MA 02140
Tel. (617) 876-9800

CONTACT: Linda McCrudden,
Communications Coordinator

Massachusetts Educational Television broadcasts over fifty instructional series for grades K - 12 via Channel 2 in Boston and Channel 57 in Springfield. Staff present information on MET programs and services to special interest groups upon request. A Field Services Representative conducts hands-on training for school personnel on the use of television in the classroom. Those interested in receiving a broadcast schedule and primary/intermediate or secondary teacher guides, published annually in September, need only pay postage. Related services include: information on recording rights, duplication services, a tape library for viewing (by appointment), and related referral. See Resources for Schools #2, Video-tapes for Teaching, to be reprinted in Winter,

1979, for a listing of videotapes that can be duplicated by schools. In Western Massachusetts:

155 Maple Street
Springfield, MA 01105
Tel. (413) 739-7271
CONTACT: William Farrington,
Communications Coordinator

MASSACHUSETTS FILM AND MEDIA SERVICE
COOPERATIVE

Fitchburg State College
160 Pearl Street
Fitchburg, MA 01420
Tel. (617) 345-0166

CONTACT: Terrance J. Carroll, Coordinator

The Cooperative rents educational films, for kindergarteners through adults, to schools; libraries; hospitals; and related community, government, and educational agencies. Users may request to have the film(s) shipped or pick them up at the Cooperative. A triannual catalogue and annual general information package describe their continually growing film collection which presently numbers more than 3500. The staff also make referrals to film location and distribution centers throughout Massachusetts.

NATIONAL HUMANITIES FACULTY (NHF)
1266 Main Street
Concord, MA 01742
Tel. (617) 369-7800

CONTACT: Garret Rosenblatt, Deputy Director

Aiming to improve education in the humanities and related disciplines, NHF helps teachers achieve a better grasp of subject matter and assists them in designing and teaching effective courses. Cost-effective programs respond to needs identified by local teachers and administrators, combine in-service visits and summer institutes for intensive study and course development, and include evaluation procedures and dissemination resources. Federal agencies, private foundations, and corporations fund NHF visits and summer institutes, with schools contributing release time for participating faculty. All public and private elementary, middle,

junior high, secondary schools, and two-year colleges may apply for services and assistance. Publications include a newsletter released three or four times a year and a descriptive brochure.

THE NETWORK, INC.
290 South Main Street
Andover, MA 01810
Tel. (617) 470-1080

CONTACT: D. Max McConkey, Director

The Network's major offerings to schools, projects, and state agencies include dissemination, technical and planning assistance, training, research, and product development and evaluation. Staff conduct seminars and workshops on these and related topics for a fee. In addition, The Network provides resource materials such as simulations, curricular materials from national demonstration projects, ERIC searches, publications, and free quarterly newsletters.

NORTH SHORE EDUCATION CENTER, INC. (N.S.E.C.)
25 Sohler Road
Beverly, MA 01915
Tel. (617) 922-0071

CONTACT: Gregory Harris, Executive Director

This resource/recycling center provides ideas, materials, and expertise to teachers. Members and others expressing interest receive mailings of news and workshop offerings. Workshops demonstrate the use of recycled materials in all curriculum areas. Other sessions cover classroom climate, game making, the use of space, and integrating subject areas. Seminar and speaker fees vary. A collection of reference materials may be photocopied for a nominal fee. The Center and its library are open Tuesday, 2:00 - 5:00 p.m., Wednesday, 10:00 a.m. - noon, and 1:00 - 5:00 p.m., and Thursday, 2:00 - 5:00 p.m.



PROJECT SPOKE
37 West Main Street
Norton, MA 02766
Tel. (617) 285-7766

CONTACT: John A. Stefani, Executive Director

SPOKE, a multi-purpose collaborative, offers curriculum and administrative services to students, teachers, and administrators of schools K - 12 in Norton, Mansfield, Foxboro, and Easton. Schools subscribe as full or partial members according to the services required. Information on early childhood, the gifted and talented, and special education; and cooperative purchasing of school services, materials, and equipment is available. Members receive free access to an ERIC bank, a 16mm film library, and other instructional materials. Non-members may utilize these educational resources, but must pay rental or reproduction fees. Speaker, and workshop topics vary to suit groups' needs.

REGIONAL OFFICE OF EDUCATIONAL PROGRAMS (ROEP)
U. S. Office of Education
John F. Kennedy Federal Building, Room 2403
Government Center
Boston, MA 02203
Tel. (617) 223-7500

CONTACT: Dr. Thomas J. Burns

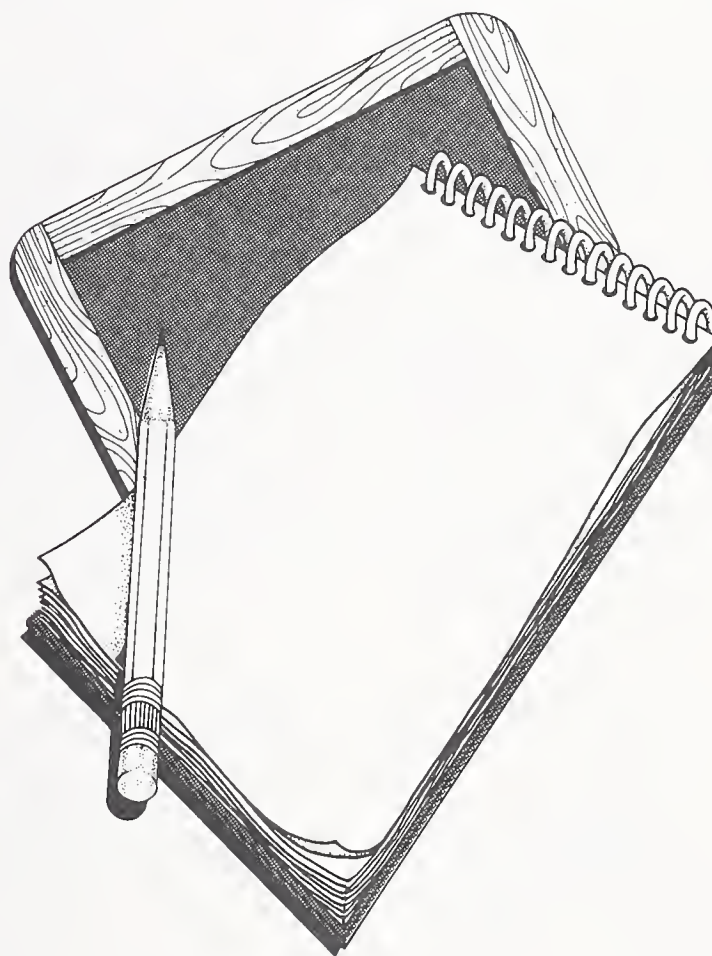
Serving the educational community of New England, this regional office provides information on programs of the United States Office of Education, makes presentations regarding new legislation and amendments, and disseminates materials pertaining to education.

TITLE I DISSEMINATION PROJECT
Statler Office Building
20 Providence Street, Room 613
Boston, MA 02116
Tel. (617) 426-6324

CONTACT: Sandi Lambert, Project Director

Dissemination activities inform the Title I constituency about and equip local decision-makers with current information about trends in the field of compensatory education. Addressing

state and national audiences, staff develop materials for Title I personnel; prepare and distribute news releases; coordinate an annual conference; write articles for professional journals; network with national information systems; and release their newsletter, The Exchange, for educators, parents, and the public. The Project also compiled fourteen information resource packages containing pertinent reports, abstracts, microfiche, and summaries of promising educational practices and materials. Project staff participate in program validation, and conduct workshops on communication strategies for parents and Title I personnel.



ENVIRONMENTAL EDUCATION

APPALACHIAN MOUNTAIN CLUB (AMC)
5 Joy Street
Boston, MA 02108
Tel. (617) 523-0636

CONTACT: Terry Kilpatrick,
Information Specialist

AMC conducts public service and education programs which promote outdoor pedestrian recreation. The Environmental Education Committee of the AMC runs workshops which train teachers and youth leaders to use natural areas as learning environments. A Youth Opportunities Program instructs inner city youth in outdoor leadership skills and sends them on trips to natural areas. The Joy Street office rents films and plans to make slide/cassette programs available in the future. Requests for speakers are filled when possible; however, groups willing to come to their headquarters are given first preference. AMC maintains a large public library, releases publications and environmental learning guides, and provides information on various types of outdoor recreation.

Regional contacts:

12 Brattle Drive
Arlington, MA 02174
Tel. (617) 643-1489
Contact: Jim Long

159 Franklin Street
Halifax, MA 02338
Tel. (617) 293-2662
Contact: James Fox

17 State Street
Northampton, MA 01060
Tel. (413) 584-0767
Contact: Carolann Wood

11 Candlewood Street
Worcester, MA 01602
Tel. (617) 756-9436
Contact: Carol Alexander



BECKET-CHIMNEY CORNERS OUTDOOR CENTER
Becket, MA 01223
Tel. (413) 623-8991

CONTACT: Robert McMaster, Director
of Outdoor Education



This Center, part of the state YMCA system, offers three to five-day residential programs and day field trips to youth groups, grades 5 - 12, interested in environmental studies. Program choices, tailored to meet the groups' needs, list: colonial life, pond ecology, mammal studies, wilderness adventures, cave explorations, and a ropes course. Workshops introduce teachers, camp counselors, and other educators to different philosophies of environmental education and their applications in various settings. A nature center with teacher resources enhances activities.

BOSTON EDISON COMPANY
800 Boylston Street
Boston, MA 02199
Tel. (617) 424-2448

CONTACT: Dena Lehman, Education Services

Boston Edison offers services in energy education without charge to schools K - 12 in the forty cities and towns it serves. Speakers visit schools to discuss energy topics such as conservation, safety, alternative energy sources, nuclear power, and basic electricity. Educators may borrow films from their library for classroom use or take students on tour of Mystic 7, an oil-fired generating station in Everett, Massachusetts. A catalogue listing free or borrowable films, teacher resource kits, and publications will be mailed upon request.

CHARLES RIVER WATERSHED ASSOCIATION, INC. (CRWA)
2391 Commonwealth Avenue
Auburndale, MA 02166
Tel. (617) 527-2799 or 965-5975

CONTACT: Rita Barron, Executive Director

Established to protect, improve, and expand the natural resources and recreational opportunities of the Charles River Watershed, and enhance enjoyment by inhabitants, CRWA serves as a

clearinghouse for information. The Association develops educational materials independently and on assignment from government agencies. The staff maintains a library of environmental materials which circulate on loan; arranges guided tours; and conducts free seminars and slide presentations about the river.

DRUMLIN FARM EDUCATION CENTER
Massachusetts Audubon Society
South Great Road
Lincoln, MA 01773
Tel. (617) 259-9807



CONTACT: Daniel Hart, Director

This 220-acre demonstration farm introduces visitors to a variety of farm and wild animals, and natural lands to explore. Activities appeal to all ages and are scheduled in all but extreme weather conditions. A flexible program, billed as the Audubon Ark, uses hawks, owls, rabbits, and skunks to educate visitors in the mysteries and wonders of the animal world. An Ark presentation may be arranged at the farm or at school and organization sites. Staff tailor programs to suit curriculum needs. Other educational events include: "Heating with Wood," "Solar Workshop," "Nature on a Brushtip," "Sleighrides," and slide presentations.

HABITAT INSTITUTE FOR THE ENVIRONMENT
Massachusetts Audubon Society
10 Juniper Road
Box 136
Belmont, MA 02178
Tel. (617) 489-3850

CONTACT: Ann LeRoyer, Program Director

This twenty-six acre preserve operates environmental education programs which utilize the land as a teaching resource. Courses for adults and children in natural history, environmental studies, and horticulture stimulate environmental awareness and respect by all age groups. HABITAT welcomes school groups for guided tours and field trips. The Nature Museum and Environmental Studies Library, a collection of twenty-five hundred books, pamphlets, and periodicals, further enriches visits. Groups of less than fifty may reserve buildings and grounds for workshops and related activities.

HALE RESERVATION
80 Carby Street
Westwood, MA 02090
Tel. (617) 326-1770

CONTACT: Len Myers

Hale Reservation is a source of environmental and outdoor education programs and recreation for students, families, and adults. Workshops on related topics are available at varying costs. Therapeutic programs are sponsored for troubled youths.

HATHEWAY ENVIRONMENTAL EDUCATION INSTITUTE (HEEI)
Massachusetts Audubon Society
Lincoln, MA 01773
Tel. (617) 259-9500

CONTACT: Charles E. Roth, Director of Education

Hatheway's Environmental Resource Center provides access to learning materials and staff development services which aid schools and communities in developing or strengthening programs. The center maintains a collection of curriculum and teaching guides, films, filmstrips, media kits, records, newsletters, periodicals, and a library of over five thousand volumes. These materials promote integration of environmental concepts into all curriculum areas and serve youth group leaders as well as teachers. Anyone may use the resources on site without charge. Those wishing to borrow items may purchase a loan card. Staff also serve as resources for classroom demonstrations, lectures, teacher workshops, and referrals.

LAUGHING BROOK EDUCATION CENTER AND
WILDLIFE SANCTUARY

Massachusetts Audubon Society
789 Main Street
Hampden, MA 01036
Tel. (413) 566-3571



CONTACT: Crystal Kofke, Director

This education center and wildlife sanctuary raises awareness, understanding, and appreciation for environmental conservation; and encourages research. Visitors may browse through or use multidisciplinary curriculum units, books, activity files, and audio-visual items displayed

in their Environmental Resource Center. Some inexpensive materials are available for purchase. Consultation services include: assistance in writing curricula, gathering background material for research or training, and presenting educational programs for organizations.

MASSACHUSETTS AUDUBON SOCIETY HEADQUARTERS
South Great Road
Lincoln, MA 01773
Tel. (617) 259-9500 ext. 255



CONTACT: Louise Maglione,
Resource Center Director

The Massachusetts Audubon Society is an association of people concerned with preserving an environment which supports both man and wildlife. Programs encompass conservation, education, and research. Staffed properties (listed below) provide public education programs, outdoor activities, and environmental information. A Natural History Service Department operates a film library, resource files, and prepares and updates environmental and natural history materials. The Hatheway Environmental Education Institute (see p. 23) works with school systems throughout the state, providing special teacher training and direct instruction. It offers a resource library, curriculum aides, and consultation on all aspects of environmental education. A list of materials available from the Society can be obtained by sending a large, self-addressed envelope to "Resource Center List" at Audubon headquarters.

Mailing addresses for staffed sanctuaries:

Arcadia Wildlife Sanctuary
Easthampton, MA 01027
Tel. (413) 584-3009

Ashumet Holly Reservation
Ashumet Road
East Falmouth, MA 02536
Tel. (617) 563-6390

Blue Hills Trailside Museum
1905 Canton Avenue
Milton, MA 02186
Tel. (617) 333-0690

Broadmoor/Little Pond Wildlife Sanctuary
79 South Street
South Natick, MA 01760
Tel. (617) 655-2296

Cook's Canyon/Wildwood
P. O. Box 638
Bare, MA 01005
Tel. (617) 355-4064

Drumlin Farm Nature Center (see p. 23)
Lincoln MA 01773
Tel. (617) 259-9005

Felix Neck Wildlife Sanctuary
P. O. Box 494
Vineyard Haven, MA 02568
Tel. (617) 627-4850

Ipswich River Wildlife Sanctuary
Perkins Row
Topsfield, MA 01983
Tel. (617) 887-2241

Laughing Brook Education Center (see p. 23)
789 Main Street
Hampden, MA 01036
Tel. (413) 566-3571

Moose Hill Wildlife Sanctuary
300 Moose Hill Street
Sharon, MA 02067
Tel. (617) 784-5691

Pleasant Valley Wildlife Sanctuary
Lenox, MA 01240
Tel. (413) 637-0320

Stony Brook Wildlife Sanctuary
North Street
Norfolk, MA 02056
Tel. (617) 528-3140

Wachusett Meadow Wildlife Sanctuary
P. O. Box 268
Princeton, MA 01541
Tel. (617) 464-2712

Wellfleet Bay Wildlife Sanctuary
P. O. Box 236
South Wellfleet, MA 02663
Tel. (617) 349-2615

MASSACHUSETTS ELECTRIC COMPANY
25 Research Drive
Westboro, MA 01581
Tel. (617) 366-9011

CONTACT: Arthur Fox, Manager,
Educational Services



The Massachusetts Electric Company makes educational materials available without charge to public and private educators of students, K - 14, in areas served by their companies. Although "energy" is often featured, these materials cover most curricular areas. Pilot programs and a review panel, composed of classroom teachers, help New England Electric assess materials. An Educational Services Catalog outlines audio-visuals, classroom kits, literature, posters, speakers, tours, and workshops.

In Eastern Massachusetts:

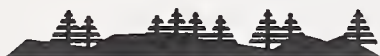
Educational Coordinator
Consumer Services Department
Massachusetts Electric Company
1101 Turnpike Street
North Andover, MA 01845
Tel. (617) 683-9511

In Central and Western Massachusetts:

Educational Coordinator
Consumer Services Department
Massachusetts Electric Company
939 Southbridge Street
Worcester, MA 01610
Tel. (617) 791-8511

MASSACHUSETTS ENVIRONMENTAL EDUCATION SOCIETY
(MEES)

P. O. Box 241
Westwood, MA 02090



CONTACT: Elissa Landre, Corresponding Secretary

This organization is a communication network for environmental educators in public schools, nature centers, and activist organizations. Three major conferences a year and small special interest workshops, open to the public, provide a means of networking among professionals in the field. Membership includes a tri-annual newsletter which features employment listings. A Resource Guide to Outdoor Education in New England is also printed periodically.

MASSACHUSETTS OFFICE OF ENERGY RESOURCES
73 Tremont Street
Boston, MA 02108
Tel. (617) 727-4732 or 1-800-922-8265

CONTACT: Virginia O'Neil, Director
of Public Information and Education

This office distributes print materials about energy conservation; insulation; wood stoves; and conservation in retail stores, churches, and public buildings. Audio-visual presentations on conservation topics are loaned upon written request, and must be picked up at their office. Staff assist with or run workshops for groups and provide speakers and seminars on relevant issues for specific audiences. Most of these services are free.

NATURE'S CLASSROOM
Maple Rock Farm
RFD #1
Southbridge, MA 01550
Tel. (617) 764-8321



CONTACT: John Santos

Nature's Classroom offers schools one-week residential programs through which students explore the environment, relating standard school curriculum to practical applications in the outdoors. Teachers of visiting school groups provide supervision and learn along with their students. A book, And This Our Life, includes curriculum guides, program objectives, and additional resources and is available for sale. Participants pay a weekly rate.

NEW ENGLAND CHAPTER SIERRA CLUB
3 Joy Street
Boston, MA 02108
Tel. (617) 227-5339

CONTACT: Marsha Rockefeller, Office Manager

The New England Chapter Sierra Club provides information on current environmental issues. A newsletter, New England Sierra, is included with membership. For small donations to the club, speakers will discuss environmental topics. Workshops, conducted at various times throughout the year, are usually free. The Chapter sells Sierra Club books and posters.

NORTHEAST SOLAR ENERGY CENTER (NESEC)
70 Memorial Drive
Cambridge, MA 02142
Tel. (617) 661-3500



CONTACT: Dr. Jerome Skapof,
Solar Education Specialist

The Center promotes solar energy education among parents, teachers, and pupils, grades K - 12, in the nine Northeastern states. Educational resources include free or borrowable curriculum materials, audio-visual and teaching aids, and library and research facilities. The staff present free seminars and workshops according to local needs; and consult with schools planning activities. A free quarterly newsletter for educators is scheduled for publication in October 1979. People may call or write to be placed on their mailing list.

OUTWARD BOUND, INC.
National Office
384 Field Point Road
Greenwich, CT 06830
Tel. (203) 661-0797 or 1-800-243-8520



CONTACT: Gina Siclare

These wilderness education schools stress action-oriented programs for personal growth which supplement traditional educational programs. A year-round schedule offers a choice of experiences and environments in classrooms without ceilings or walls. Participants must be in good health and at least sixteen and a half years old. Special courses offer seminars for educators and agencies interested in Outward Bound concepts and methods. Contract courses can be designed and run for school, corporate, and other interested groups upon request. Many secondary schools and colleges grant academic credit, for courses, with some allowing time for participation during the regular school year. Limited scholarship funds are available. Outward Bound publishes a free newsletter semi-annually.

Other New England schools are located at:

Dartmouth Outward Bound Center
P. O. Box 50
Hanover, NH 03755
Tel. (603) 646-3359

Hurricane Island Outward Bound School
P. O. Box 429
Rockland, ME 04841
Tel. (207) 594-5548

PONKAPOAG OUTDOOR CENTER
Blue Hills Reservation
Canton, MA 02021
Tel. (617) 696-4520

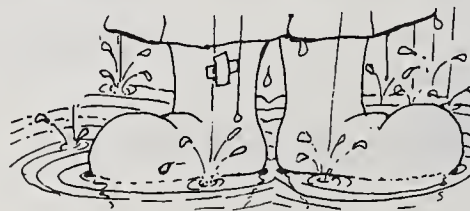
CONTACT: Eileen Sullivan

A branch of the Greater Boston YMCA, the Center specializes in environmental education, outdoor recreation, and family programs. Staff work with elementary, high school, scout, and youth groups throughout the state. Teacher workshops focus on outdoor education activities. The Center sponsors day and resident camp programs during school vacations, offers weekend residential programs for functionally retarded adults, and serves as a weekend retreat and conference facility for groups. A free quarterly newsletter keeps recipients up to date on Center happenings.

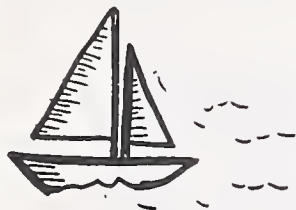
PROJECT EXPLORATION
North Middlesex Regional High School
Main Street
Townsend, MA 01469
Tel. (617) 597-8817

CONTACT: Paul D. McGowan, Director

This model for experiential learning assists Massachusetts schools through a variety of resources. Project staff conduct workshops on the design and implementation of experiential learning strategies, specifically outdoor skills, city explorations, and cultural journalism. Schools and educational organizations may schedule informative slide/tape presentations. Print materials include a curriculum guide for an adventure-physical education course, experiential curriculum units, a pamphlet on choosing program equipment, and a semi-annual newsletter.



THOMPSON ISLAND EDUCATION CENTER (TIEC)
Thompson's Island
P. O. Box 127
Boston, MA 02127
Tel. (617) 328-3900



CONTACT: Geraldine Coughlin,
Tel. (617) 426-3090

The Center provides educational programs for men and women of all races and ages. Through environmental education units and ropes course adventures, participants develop academic and problem-solving skills, self-confidence, and teamwork. Specialists have created a curriculum series incorporating environmental education, history, mathematics, and orienteering subjects for use on the island. These specialists and experienced staff help plan and run educational and training programs. Their resource library includes curriculum units on outdoor education. Free quarterly newsletters furnish updates about activities. The Center also conducts programs which are primarily recreational in nature. Housing and food services can accommodate one hundred and twenty-five people.

Branch Office:

Statler Office Building
20 Providence Street, Room 473
Boston, MA 02116

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
(U.S.E.P.A.)
John F. Kennedy Federal Building
Boston, MA 02203
Tel. (617) 223-7223



CONTACT: Paul G. Keough, Director,
Office of Public Awareness

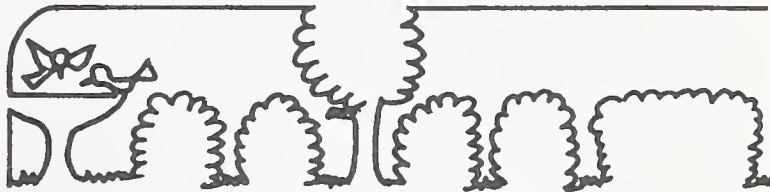
The E.P.A. promotes public awareness of environmental concerns in the areas of air, water, and noise pollution; and hazardous materials. Speakers address educational, special interest, and industrial audiences at no cost. Publications and a monthly newsletter, Environment News, are also free. A reference library houses reports, periodicals, and visual materials. Although educational services have been reduced at regional offices, materials are still available from:

Librarian
United States Environmental Protection Agency
Instructional Resources Center
Cincinnati, OH 45268

or

Librarian
United States Environmental Protection Agency
Educational Resource Center Library
Research Triangle Park, NC 27711

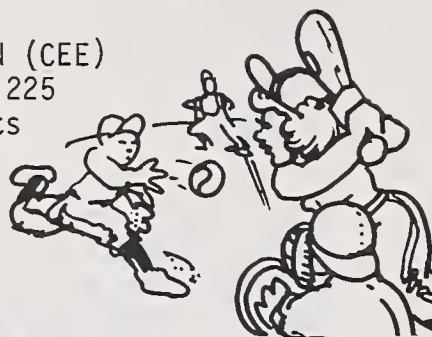
*Note: See also resources listed in the
SCIENCE section, p. 45.*



EQUAL EDUCATION

CENTER FOR EQUAL EDUCATION (CEE)
School of Education, Room 225
University of Massachusetts
Amherst, MA 01003
Tel. (413) 545-0327

CONTACT: Meyer Weinberg



A national clearinghouse of information and research, CEE maintains a library of materials on racial, sexual, ethnic, and economic concerns which affect education. Reference materials include: clippings categorized by state, and in some cases, by subject; doctoral dissertations in the fields of education, psychology, sociology, and history; and a large collection of unpublished reports from school systems. The Center offers subscriptions to a bimonthly journal, Integrateducation, and a quarterly Research Review of Equal Education. They also plan to release a two volume worldwide bibliography on equal education materials in the spring of 1980.

GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN (GCSW)

100 Cambridge Street, Room 1105
Boston, MA 02174
Tel. (617) 727-6692 or 727-6693

Created to expand opportunities for women and eliminate barriers which may keep them from realizing their full potential, the Commission makes recommendations to the Governor, state departments, and the public concerning legislation affecting women. Issues of concern include: employment policies and practices, educational opportunities, services and programs, and citizen education. The Commission cooperates with other women's organizations and interested groups in planning programs and projects which improve the status of women. Publications and newsletters are free. A well-stocked, non-circulating library of material on legislative issues, programs, policies, and general topics of interest to women, is open to the public 9:00 a.m. - 5:00 p.m. daily.

MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION (MCAD)

1 Ashburton Place
Boston, MA 02108
Tel. (617) 727-3990

MCAD investigates and settles alleged charges of discrimination in the areas of housing, employment, public accommodations, education, and credit. People file notarized statements of grievance with the Commission. Staff then take cases through investigation, appeal for public and full commission hearings, and, if necessary, to court. All services, including legal counsel, are free.

Regional offices:

222 Union Street
New Bedford, MA 02740
Tel. (617) 997-3191

145 State Street
Springfield, MA 01103
Tel. (413) 739-2145

75A Grove Street
Worcester, MA 01605
Tel. (617) 752-2272



STUDENT SERVICE CENTER (SSC)
Massachusetts Department of Education
31 St. James Avenue, Room 532
Boston, MA 02116
Tel. (617) 727-7040 or 727-7041

Massachusetts students, parents, educators, and interested citizens seeking information on student participation in decision-making and student rights in schools should contact this Student Service Center or one of their regional offices listed below. Both student and adult staff lead workshops or speak on equal educational opportunity, student rights, and student involvement in decision-making. The Center also provides information and referral on alternative education, guidance and counseling, health and physical education, and gifted and talented education. A variety of publications are available free of charge.

Regional offices:

Student Service Center
CENTRAL MASSACHUSETTS REGIONAL EDUCATION CENTER
West Boylston, MA 01583
Tel. (617) 835-6266

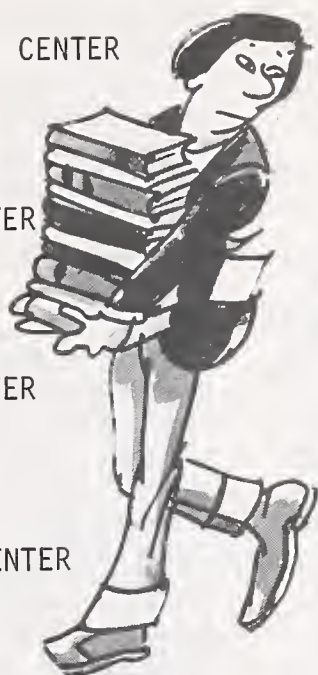
FOREIGN LANGUAGES

Student Service Center
GREATER BOSTON REGIONAL EDUCATION CENTER
Cambridge, MA 02140
Tel. (617) 547-7472

Student Service Center
NORTHEAST REGIONAL EDUCATION CENTER
North Reading, MA 01864
Tel. (617) 664-5723

Student Service Center
SOUTHEAST REGIONAL EDUCATION CENTER
Middleboro, MA 02346
Tel. (617) 947-3240 or 947-6367

Student Service Center
SPRINGFIELD REGIONAL EDUCATION CENTER
Springfield, MA 01105
Tel. (413) 734-2167



See inside back cover for complete address of each Regional Education Center.

WOMEN'S EDUCATIONAL EQUITY ACT PROJECT (WEEAP)
c/o Education Development Center
55 Chapel Street
Newton, MA 02160
Tel. (617) 969-7100

CONTACT: Gail O'Deneal,
Dissemination Coordinator

The goal of the Women's Educational Equity Act is to promote educational equity for girls and women in the United States. The WEEAP Dissemination Center makes materials available for use by students and staff of educational institutions, state and local educational agencies, members of professional and women's organizations, community groups, social service agencies, and parents. Programs, developed as replicable models, focus on the topics of sex-role stereotyping in education, educational leadership, and career preparation. Most programs are self-instructional. All print and audiovisual materials are available for purchase at cost. Films and cassettes may also be rented through:

EDC/WEEAP Distribution Center
39 Chapel Street
Newton, MA 02160

THE CURTIS-SAVAL INTERNATIONAL CENTER
22 Batterymarch Street, 2nd Floor
Boston, MA 02109
Tel. (617) 482-1740

A common home for Boston's international organizations, the Center represents a visible commitment to improved intercultural communication, international trade, and public education in world affairs. The rotunda houses a substantial world affairs reference library which, along with the Center's board room, is available for rental to outside organizations. Some organizations of interest to educators include:

THE CENTER FOR INTERNATIONAL VISITORS OF
GREATER BOSTON:

Serves embassy guests and foreign visitors. This associate member organization is located at 55 Mount Vernon Street, Boston, 02108.
Tel. (617) 742-0460

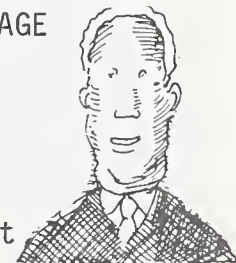
THE INTERNATIONAL FRIENDSHIP LEAGUE, INC.:
Provides pen-pals for foreign students of similar ages and interests.
Tel. (617) 523-4273

THE UNITED NATIONS ASSOCIATION OF GREATER
BOSTON:
Promotes better understanding of the United Nations.
Tel. (617) 482-4587

THE WORLD AFFAIRS COUNCIL OF BOSTON:
Educates the public on issues of international concern through speakers, special seminars and evening programs, a large foreign student program, United Nations trips for secondary school students, and overseas trips for adults.
Tel. (617) 482-1740

EASTERN MASSACHUSETTS FOREIGN LANGUAGE
DEPARTMENT HEADS ASSOCIATION
36 Elder Road
Needham Heights, MA 02194
Tel. (617) 444-7253

CONTACT: George H. Morse, President



Listing a membership of approximately one hundred, this group meets five or six times a year to support one another, enhance job performance,

share information, and advance the study of foreign language. Regional services, available only to members, include information, referral and speakers.

FRENCH LIBRARY IN BOSTON, INC. (FLIB)
53 Marlborough Street
Boston, MA 02116
Tel. (617) 266-4354

CONTACT: Mylo Housen,
Executive Director

In addition to its collection of some 40,000 books, this multi-faceted cultural center sponsors story hours, lectures, films, cooking classes, wine tastings, and more. Media Center staff, serving as guest speakers, bring slides, films, cassettes, and audio-visual resources to schools. These materials are also available on a rental basis, with preference given to members. Seminar-workshops, conducted in an informal setting, bring teachers and students together in joint ventures. Fees for these sessions are minimal. Suburban libraries benefit from a revolving book-loan service. The library welcomes both the serious connoisseur and the casual browser.

GOETHE INSTITUTE BOSTON, GERMAN
CULTURAL CENTER FOR NEW ENGLAND
170 Beacon Street
Boston, MA 02116
Tel. (617) 262-6050

Persons interested in all aspects of German language and culture, particularly teachers and students at the high school and college levels, may visit the Institute. In addition to films, concerts, and exhibits, their offerings include: seminars for teachers of German, speakers and workshops relating to German culture, and information concerning the study of German culture and language. A lending library, open to the public, and instructional aids for teachers of German, comprise the Institute's resources.

MASSACHUSETTS FOREIGN LANGUAGE ASSOCIATION
(MaFLA)

Brookline High School
115 Greenough Street
Brookline, MA 02146
Tel. (617) 734-1111 ext. 233

CONTACT: Paul Guenette, President

The Association promotes and improves the study of foreign languages and civilizations, furthers the interests of teachers and students in these subjects, and exercises professional leadership in the formulation and implementation of policy. MaFLA authors a semiannual bulletin and several newsletters yearly for its membership. School foreign language departments may use their one- or two-day consultant services. The Association sponsors an annual fall conference and offers speakers and seminars for a nominal fee.

THE PAN AMERICAN SOCIETY OF NEW ENGLAND, INC.
(PASNE)

75A Newbury Street
Boston, MA 02116
Tel. (617) 266-2248

CONTACT: Catherine Lugar, Assistant Director

The Society provides information, educational programs, and cultural activities related to Latin America and the Hispanic population in the United States. Their library includes texts in art, music, fiction, social science, and bilingual/bicultural education; classroom materials information on foreign study and travel; and a current events clipping file. While the library is open to the public, only members may borrow. Ten week classes in Portuguese, and English-as-a-Second-Language are offered in October, January, April, and the summer. Seminar, workshop, and speaker programs are open to the public at nominal registration fees. Members receive a semiannual library bulletin and monthly calendar announcements.

GUIDANCE AND COUNSELING

WESTERN MASSACHUSETTS FOREIGN LANGUAGE
DEPARTMENT HEADS AND SUPERVISORS
15 Foster Street
Palmer, MA 01069
Tel. (413) 283-5002

CONTACT: Bess Harrington, President

A forum for the exchange of ideas and information, the group hosts book consultants and speakers on teaching and testing techniques and compiles foreign language substitute teacher lists.

Note: See also resources listed in BILINGUAL EDUCATION section, p. 13.



THE COLLEGE BOARD
New England Regional Office
470 Totten Pond Road
Waltham, MA 02154
Tel. (617) 890-9150



CONTACT: John J. O'Hearne, Regional Director

Founded to help students progress from high school to college, the College Board today operates college admission and advanced placement testing, financial aid evaluation, and college-related information programs for secondary and post-secondary school students and individuals learning on their own. Most information is available through local high school guidance offices. Staff sponsor training sessions for guidance counselors, financial aid administrators, and similar professionals. Publications include: The College Handbook, The College Handbook of Majors, and Meeting College Costs. A listing of publications and order forms for films from the College Board Film Library in New York are available upon request from this regional office.

EDUCATIONAL OPPORTUNITY CENTER (EOC)
Community and Regional Opportunity Center
458 Bridge Street
Springfield, MA 01103
Tel. (413) 732-7437

CONTACT: Jane B. Baatz, Director

This community-based educational counseling center helps people continue their education through full or part-time, day or evening, study at colleges and vocational schools. Clients are often non-traditional, bilingual, or low-income persons; career changers; or back-to-school parents. Staff will also assist students in selecting schools, locating and applying for financial aid, choosing majors, and determining career goals. Resources include speakers on post-secondary education and financial aid topics, college catalogues, financial aid information, and applications. Federal funding brings these services to clients free of charge. Other regional EOC sites are located at:

Educational Opportunity Center
140 Clarendon Street
Boston, MA 02116
Tel. (617) 536-4365

Educational Opportunity Center
7 Central Square
Lynn, MA 01901
Tel. (617) 592-0440

Educational Opportunity Center
106 Spring Street
New Bedford, MA 02740
Tel. (617) 996-3147

Educational Opportunity Center
819 Main Street
Worcester, MA 01610
Tel. (617) 755-2592

HIGHER EDUCATION LOAN PROGRAM (HELP)
Massachusetts Higher Education Assistance
Corporation (MHEAC)
1010 Park Square Building
31 St. James Avenue
Boston, MA 02116
Tel. (617) 426-9434



MHEAC is a statewide program through which commercial sources assist students in financing education beyond high school. The HELP program enlists banks, federal savings and loan associations, and federal and state chartered credit unions in providing unsecured personal loans to students. MHEAC guarantees payment of 100% of the unpaid balance due the lenders, resulting in loans with lower interest charges and longer repayment periods than are ordinarily set for personal loans. Information about this program is available from high school guidance counselors, school financial aid directors, and participating lenders.

MASSACHUSETTS PERSONNEL AND GUIDANCE
ASSOCIATION (MPGA)
20 Irving Street
Worcester, MA 01605
Tel. (617) 798-2521

CONTACT: Robert H. Consolmagno, President

MPGA serves as a coordinating agency for professionals in personnel and guidance fields throughout the state. Local chapters meet during the year to collaborate on programs, keep abreast of state and federal activities, and avoid duplication of efforts. The Association

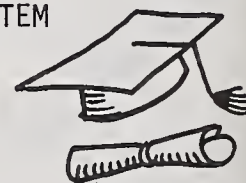
welcomes membership from school, rehabilitation, vocational, and college admissions counselors.

MASSACHUSETTS SCHOOL COUNSELOR'S ASSOCIATION
(M.S.C.A.)
230 Third Street
Stoughton, MA 02072
Tel. (617) 344-5910 or (617) 295-2907

CONTACT: Albert C. Williamson,
Executive Secretary

This organization of counselors, administrators, school committees, and legislators works to improve guidance and counseling services in schools. A speakers' bureau assists educational, business, and community agencies with information. Various committees such as awards, school and college relations, and publications advertise the availability of appropriate resources. MSCA annually releases a Directory of School Counselors in Massachusetts and Calendar Book. Newsletters and other publications are available to members and non-members.

MASSACHUSETTS STATE COLLEGE SYSTEM
Chancellor's Office
53 State Street, Room 614
Boston, MA 02109
Tel. (617) 722-3400 ext. 47



CONTACT: Cecile A. Christensen, Coordinator of
Student Services and Admissions

This office provides information packets on the ten Massachusetts state colleges, their academic concentrations, and financial aid programs. Free seminars explain college attendance and financing to students, parents, and guidance counselors. Admissions and financial aid personnel from the individual institutions are available as speakers. The Chancellor's Office distributes a quarterly newsletter of system activities, fact booklets, and posters; and assists or refers individuals with admissions and financial aid problems. All services are free.

SCHOLARSHIP PROGRAM

Massachusetts State Labor Council, AFL-CIO
6 Beacon Street, Suite 720
Boston, MA 02108
Tel. (617) 227-8260 or 227-8261
and (617) 742-1620 or 742-1621

CONTACT: John A. Callahan,
COPE and Education Director

The Massachusetts State Labor Council sponsors an annual scholarship program based on the completion of a competitive examination focusing on "Organized Labor in America." Exams cover the history and structure of the labor movement, legislation affecting workers, and current labor events. High school seniors participate voluntarily, applying through their principal. Examination papers and instructions for supervising teachers are forwarded to all participating schools. Completed exams must be returned within twenty-four hours after the exam, bearing the signature of the principal, department head, or examination supervisor. All students, except winners of the John F. Kennedy Award and Francis E. Lavigne Memorial Award, are also eligible to receive scholarships presented by the Central Labor Councils and local unions within their respective areas.

PROJECT ASSIST

Massachusetts Committee for Children and Youth
(MCCY)
14 Beacon Street, Suite 706
Boston, MA 02108
Tel. (617) 742-8555

CONTACT: Sarah Benet,
Project Director



Project Assist educates the public about adolescent depression and suicide. Teacher workshops explore the stages of adolescent development, indicators of depression, and ways for individuals and communities to respond to suicides or attempted suicides. Wallet cards, available for sale, are convenient reminders of the signs of depression and list resources for coping with it. Staff plan to prepare a filmstrip and curriculum by January 1980 which middle and high school educators may purchase. The Project offers statewide subscription to its newsletter at nominal cost.

TALENT SEARCH PROGRAM

1 Paseo Boriken
Boston, MA 02118
Tel. (617) 267-6744



CONTACT: Andrea R. Mason, Director

Talent Search assists and encourages young adults of low income in the Boston area to discover and achieve their maximum learning potential. Individuals, 14 - 27 years, explore available vocational and academic programs with experienced, bilingual counselors. Other counseling professionals schedule workshops on topics related to post-secondary opportunities and financial aid. Resource materials include catalogues from most New England colleges and post-secondary institutions; general books on admissions, financial aid, careers, and scholarships; and a filmstrip/cassette career library in Spanish and English. All services are offered in English, Spanish, and Chinese, and are free of charge.

YOUTH GUIDANCE CENTER

Greater Framingham Mental Health Association,
Inc.
88 Lincoln Street
Framingham, MA 01701
Tel. (617) 872-6571



CONTACT: Elizabeth L. Funk, Executive Director

This multi-service, family-oriented psychiatric outpatient clinic works with schools and agencies involved with children, birth - 18 years, within its ten town area. The Center assigns a senior consultant to the school system in each contributing town who develops techniques for their staff to help the child having difficulty. Other activities include: child development and adolescent programs; intensive family treatment; personnel, volunteer, graduate intern, and parent training; consultation; Hispanic outreach; and research. Regular meetings with special education administrators and superintendents as well as task force membership are valuable avenues for community input.

HEALTH AND NUTRITION

ALCOHOL AND DRUG ABUSE EDUCATION PROGRAM
United States Office of Education (USOE)
FOB 6, Room 2047
400 Maryland Avenue, SW
Washington, DC 20202

CONTACT: James Spillane

USOE's Alcohol and Drug Abuse Education Program funds five regional centers that develop short-term (two-week) training programs for school and community teams. These sessions prepare people at the local level to prevent alcohol and drug abuse among students, thereby reducing truancy, vandalism, and disruptive behavior.

AL-ANON FAMILY GROUPS OF MASSACHUSETTS, INC.
(A.F.G.)
460 Washington Street
Braintree, MA 02184
Tel. (617) 843-5300



CONTACT: Anne Williams,
Public Information Coordinator
Tel. (617) 822-2118

AL-ANON, a self-supporting recovery program, reaches out to people affected by another person's drinking problem whether or not the alcoholic seeks help or recognizes the problem. Members of ALATEEN, part of AL-ANON, range from 12 - 20 years. ALATEEN groups learn effective ways to cope with personal problems related to alcoholism. Experienced AL-ANON/ALATEEN members speak to school counselors and health classes and conduct seminars and workshops. Literature, some produced in eight languages, Braille, and on tapes for the visually handicapped, includes: books, pamphlets, a monthly magazine, and newsletters. Some items specifically address teachers and counselors. A materials catalogue provides easy reference to resources.

CASPAR ALCOHOL EDUCATION PROGRAM (CASPAR)
226 Highland Avenue
Somerville, MA 02143
Tel. (617) 623-2080

CONTACT: Dixie Mills, Assistant Director

This school and community-based project works to raise public awareness about alcohol related issues through plays, cable television shows, and alcohol abuse programs. School personnel receive training to teach students responsible decision-making in the use of alcohol. Trained high school students present puppet skits for younger groups; assist teachers in developing curriculum units; run discussions on alcohol use and abuse; and represent the concerns of youth to parent, police, and health groups. A sequential alcohol education curriculum, Decision: About Drinking, encourages students, grades three through twelve, to respect non-drinkers and responsible drinkers. Secondly, the program identifies and helps youngsters with their own drinking problems or those of friends or relatives.



CHILD ABUSE AND NEGLECT CURRICULUM
Children's Protective Services (CPS)
Massachusetts Society for the Prevention of
Cruelty to Children
153 Broadway
Raynham, MA 02767
Tel. (617) 822-2770

CONTACT: Joseph A. Pare, District Executive

CPS has helped develop a curriculum, Child Abuse and Neglect, which provides a workable classroom guide for high school health and parenting courses. Components of the guide include: definitions; identification; professional legal responsibilities; a mock trial situation; case study; and sources for films, booklets, speakers, pamphlets, and related materials. This curriculum requires no special training, and can be directed by any teacher sensitive to current social issues and group dynamics.

CHILDHOOD LEAD POISONING PREVENTION PROGRAM
(CLPPP)
305 South Street, Room 662
Jamaica Plain, MA 02130
Tel. (617) 522-3700, ext. 178/179 or
1-800-532-9571



This program seeks to remove environmental lead health hazards affecting children under six years of age. CLPPP trains local groups to conduct blood lead screening, housing inspection

and deleading. Water, paint chips, pottery, and soil may be referred for analysis. Staff provide legislative information, screening statistics, housing inspection data, and a selection of publications. Most publications are available in Spanish and English.

CHILDREN IN HOSPITALS, INC. (CIH)
31 Wilshire Park
Needham, MA 02192
Tel. (617) 482-2915

CONTACT: Barbara Popper, Chairperson

This group encourages hospitals to liberalize policies for families, and helps parents prepare themselves and their children for a hospitalization. Publications include: a quarterly newsletter, surveys of hospital policies, and brochures listing suggestions for handling hospitalization and appropriate books and articles available through public libraries. Speakers' topics cover emotional needs of a hospitalized child, arranging a successful hospitalization, and related subjects. When possible, speakers visit schools.

INSTITUTE FOR NUTRITION EDUCATION AND SCHOOL
FOODSERVICE MANAGEMENT
Massachusetts Department of Education
Central Massachusetts Regional Education Center
Beaman Street, Route 140
West Boylston, MA 01583
Tel. (617) 835-6267



CONTACT: Marie Eberle, R.D., Program Director

The Institute focuses on the many facets of school food service such as quantity food preparation, sanitation and safety, and state and federal regulations. Working with food service directors, staff define problems on which to concentrate during employees' training. Students learn new or improved techniques from the staff and from group discussion of problems, trends, and developments in the food service industry. Food produced during training sessions is served in the cafeteria to building employees and distributed through elderly meal programs.

MASSACHUSETTS ASSOCIATION FOR MENTAL HEALTH,
INC. (MAMH)
1 Walnut Street
Boston, MA 02108
Tel. (617) 742-7452 or
1-800-392-6135



CONTACT: Bernard Carey, Executive Director

The Association provides mental health and educational services throughout the state via affiliated chapters and agencies. Member organizations receive publications six times a year with individual members receiving a quarterly newsletter. The public may attend their annual legislative and/or business and educational meetings. Limited films and publications are available.

Related agencies across the state include:

Mental Health Association of the North Shore
283 Cabot Street
Beverly, MA 01915
Tel. (617) 922-0812

Mental Health Association of Greater Lowell
P. O. Box 1161
Lowell, MA 01853
Tel. (617) 458-6282

Hampshire - Franklin Association for Mental
Health
2 Strong Avenue
Northampton, MA 01060
Tel. (413) 584-7329

Berkshire Mental Health Association
333 East Street
Pittsfield, MA 01201
Tel. (413) 499-0412

South Shore Mental Health Association
77 Parkingway
Quincy, MA 02169
Tel. (617) 472-4148

MASSACHUSETTS CONSUMER AND HOME MAKING RESOURCE
CENTER
Central Massachusetts Regional Education Center
Beaman Street, Route 140
West Boylston, MA 01583
Tel. (617) 835-6267, ext. 72 and 73

CONTACT: Dorothy Holly-Blanchard, Director

The Consumer and Homemaking Resource Center works with Massachusetts home economists by providing instructional materials, and curricular and technical assistance. The state director and in-service educator offer seminars, speakers, and workshops on home economics education issues, priorities, and programs. The Center loans materials, publishes an annotated bibliography, and mails several newsletters a year to home economics teachers and interested persons.

MASSACHUSETTS DEPARTMENT OF FOOD AND AGRICULTURE
Division of Markets
100 Cambridge Street, Room 2100
Boston, MA 02202
Tel. (617) 727-3018



CONTACT: Matt L. Barron, Agricultural Specialist

Films and publications available through the Division of Markets help educators present the varied aspects of agriculture to their classes. Three color films are loaned free of charge through Associate Stirling, 410 Great Road, Littleton, MA 01460, Tel. (617) 486-3518. "Partners of the Land" documents plowing, harvesting, and storing. "Massachusetts Maple Moon" describes maple syrup production. "Crisis in Yankee Agriculture" discusses the problems of land development versus cultivation. Home economists seeking wholesale and retail price information should inquire about weekly Buyer's Guides, indicating retail food prices, and daily wholesale produce reports. Seasonal "pick your own" reports help in planning apple, strawberry, and blueberry picking expeditions.

MASSACHUSETTS DIVISION OF ALCOHOLISM
(see regional addresses below)

The Massachusetts Division of Alcoholism has established film lending and literature resource centers throughout the state. Educators, parents, and students should contact the Health Educator in their region for information relating to alcohol abuse resources.

CONTACT:

Boston
Dimock Community Health Center
Althea Wright
Tel. (617) 442-8800 ext. 200

Cambridge
Mt. Auburn Hospital Alcoholism Clinic
Barbara Kleeman
Tel. (617) 876-1748

Concord
Emerson Hospital
Polly Wilson
Tel. (617) 369-1400 ext. 477

Danvers
North Shore Council on Alcoholism
Susan Berger
Tel. (617) 777-2664

Fall River
Greater Fall River Council on Alcoholism
Jack Peckham
Tel. (617) 673-8520

Framingham
Alcohol Rehabilitation Center
Steve Cohan
Tel. (617) 879-6320

Holyoke
Alcoholism Intervention and Detoxification Center
Joy Lacaprucia
Tel. (413) 538-9400

Lawrence
Lawrence General Hospital
Detoxification Center
Ginny Johnson
Tel. (617) 687-4186

Quincy
South Shore Council on Alcoholism
Kay Kerins
Tel. (617) 472-6027 or (617) 472-2220

Rutland
Rutland Heights Hospital
Region II Public Health Office
Arlene DeWitt
Tel. (617) 886-6111

Taunton
Greater Taunton Council on Alcoholism
Patrice Muchowski
Joan Leahey
Tel. (617) 822-1311 or (617) 822-2116

REGIONAL ALCOHOLISM PREVENTION CENTERS

Mt. Auburn Hospital
330 Mt. Auburn Street
Cambridge, MA 02138
Tel. (617) 876-1748

North Shore Council on Alcoholism
183 Newbury Street
Danvers, MA 01923
Tel. (617) 777-2664

Lifeways/Health Promotion
Resource Center for Western Mass., Inc.
184 Northampton Street
Easthampton, MA 01027
Tel. (413) 527-7800

Valley Adult Counseling Services, Inc.
2 Countryside Drive
Milford, MA 01757
Tel. (617) 478-0820

MASSACHUSETTS DIVISION OF COMMUNICABLE AND VENEREAL DISEASES

Massachusetts Department of Public Health
600 Washington Street, Room 606
Boston, MA 02111
Tel. (617) 727-2688

CONTACT: Roland Talbot,
Public Health Educator Advisor

This division of the Massachusetts Department of Public Health promotes childhood and influenza immunization programs and works to prevent venereal diseases. Target groups include pre-school and school age children, young adults, the elderly, and high-risk persons. Free pamphlets are available on venereal and communicable diseases, and immunization. Staff will also schedule speakers, seminars, and workshops.

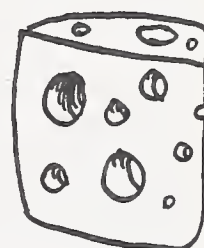
MASSACHUSETTS DIVISION OF PREVENTIVE MEDICINE (DPM)

Massachusetts Department of Public Health
600 Washington Street, Room 705
Boston, MA 02111
Tel. (617) 727-2662 or 727-7170

CONTACT: Kevin Cronin



The Division of Preventive Medicine advocates health education for children, adults at risk, the elderly, and health professionals within Massachusetts. Staff can refer people to local anti-smoking, hypertension, nutrition, child automobile safety, and dentistry programs. Dentistry programs concentrate on grades K - 6, anti-smoking programs on grades 6 - 8, while other programs are more broadly based. Past seminars and workshops for health professionals have covered child automobile safety, and nutrition. Free print materials include: reports on preventive health and dentistry in Massachusetts, pamphlets on diet and choosing children's car seats, and a monthly newsletter.



NEW ENGLAND DAIRY AND FOOD COUNCIL
1034 Commonwealth Avenue
Boston, MA 02215
Tel. (617) 734-6750

CONTACT: Sandra Konrad, School Program Coordinator & Nutrition Education Consultant

The Dairy Council helps educators K - 12, community leaders, health professionals, and the media bring nutrition education to the public through educational programs and teaching aids. Program titles list: Little Ideas for 3 - 5 year olds; Toothtown, U.S.A., a multi-media kit; Great Grow Along, an animal feeding project; Food, Your Choice, a sequential learning system; and Food: A Challenge to Modern Man, teaching guides for junior and senior high school. A self-contained consumer education program, Label It Nutrition, presents relevant information about nutrition labeling. Staff conduct free programs on nutrition information and teaching techniques. Catalogues listing materials, films, and learning systems are available upon request.

Area offices:

1499 Memorial Avenue
West Springfield, MA 01089
Tel. (413) 733-8198

376 Chandler Street
Worcester, MA 01602
Tel. (617) 755-6239

NORTH CENTRAL ALCOHOL EDUCATION PROGRAM
71 Pleasant Street
Leominster, MA 01453
Tel. (617) 537-8270

CONTACT: Wayne S. Young, Director/Trainer

This field-tested school curriculum combines alcohol information with exercises designed to develop coping and decision-making skills, and to clarify values and attitudes. The curriculum can be implemented sequentially, grades K - 12, or used independently at any grade level. Teachers, trained during a four-day, thirty-hour, in-service workshop, receive an instructional manual. Training sessions include guest lecturers from community alcoholism treatment centers, law enforcement officers, and teacher-consultants experienced in using the curriculum. Accompanying kits (films, transparencies, pamphlets, and cassettes) are loaned for a three-week period.

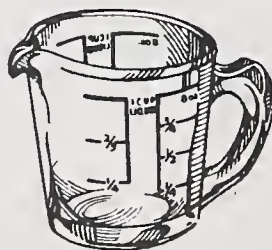
NORTH CENTRAL ALCOHOLISM COMMISSION, INC.
17 Orchard Street
Leominster, MA 01453
Tel. (617) 537-6446

CONTACT: Gail W. Harkness, Executive Director

This Commission treats persons with alcohol or alcohol-related problems in North Central Massachusetts communities. Services include a detoxification facility, outpatient counseling, driver alcohol education, and alcohol education programs. Speaker and seminar presentations, available at little or no cost, deal with general alcohol information, alcohol abuse, and prevention. The Commission can sometimes arrange access to films, pamphlets, and the resource library of the regional Massachusetts Division of Alcoholism office (see p. 36).

PROJECT OUTSIDE/INSIDE
Somerville Public Schools
81 Highland Avenue
Somerville, MA 02143
Tel. (617) 666-5700 ext. 343

CONTACT: Tracy Barnes,
Dissemination Coordinator



This curriculum development and community information program helps individuals examine, understand, and alter their lifestyles in relation to food choice, physical fitness, and environmental quality. Project services include a series of activity-oriented textbooks for grades 5 - 12, teacher workshops, and manuals and media resources for grades 4 - 12. Community education programs explore aspects of health, nutrition, and gardening. Staff schedule free workshops and speakers.

PROTECTIVE SERVICES UNIT
Massachusetts Department of Public Welfare
21 James Street
Boston, MA 02118
Tel. (617) 266-3256

CONTACT: John Wasner,
Director



This intake unit for the Children's Protective Service evaluates the degree of risk to children from families suspected of abuse and neglect. Speakers meet with school and community groups and provide an overview of their services, instruction on making referrals, or address topics specified by the group. Regional units include:

Greater Boston Region
39 Boylston Street
Boston, MA 02116
Tel. (617) 357-8250

Lawrence Region
1 Mill Street
Lawrence, MA 01840
Tel. (617) 686-3971

New Bedford Region
684 Purchase Street
New Bedford, MA 02740
Tel. (617) 997-3361

Springfield Region
140 Chestnut Street
Springfield, MA 01103
Tel. (413) 781-0881

Worcester Region
75 Grove Street
Worcester, MA 01605
Tel. (617) 791-8571

LANGUAGE ARTS/READING

DIRECTORS OF READING
12 Hancock Street
Lexington, MA 02173
Tel. (617) 862-4033



CONTACT: Dr. Michele Andolina, President

This group is a mechanism for reading educators to exchange views on instruction and to seek solutions to common problems. A speakers' bureau and monthly newsletter facilitate information sharing. Member communities may utilize free speaker, workshop, and seminar services. Future plans include establishing a resource center.

LITERACY VOLUNTEERS OF MASSACHUSETTS, INC.
(LVM or Lit. Vol.)
014 Worcester Center
Worcester, MA 01608
Tel. (617) 754-8056 or 1-800-922-8366

CONTACT: Janet London, State Director

Literacy Volunteers of Massachusetts offers assistance by providing free individual tutoring in reading, writing, and conversational English to adults sixteen years and older who cannot read and write above the fifth grade level. Tutors receive training to teach basic reading and writing or English-as-a-Second-Language, choose appropriate instructional materials, and provide on-going support and guidance. A small collection of high interest, low level resources, mostly sample materials from publishers, is available on loan to affiliates or for review by others. Their toll free number refers callers to adult education programs and affiliates statewide.

MASSACHUSETTS COUNCIL OF TEACHERS OF ENGLISH
(MCTE)
205 Hampshire Street
Lawrence, MA 01841
Tel. (617) 685-0361

CONTACT: Sister Mary Anderson, Secretary

With its membership of English/language arts teachers and administrators, the Council strives to improve English instruction from the elementary through college level. Publications include an annual report and newsletter. Seminars, speakers, and workshops can be arranged to fit individual needs.

MASSACHUSETTS LIBRARY ASSOCIATION
P. O. Box 7
Nahant, MA 01908
Tel. (617) 581-1562

CONTACT: Patricia A. Demit, Executive Secretary

As a professional association, MLA conducts seminars and workshops for librarians. Membership fees vary according to salary and include a subscription to their newsletter, Bay State Letter, released eight times per year. Another publication, Bay State Librarian, offers subscription to non-members.

NEW ENGLAND READING ASSOCIATION (NERA)
21 Silver Lake Avenue
Wakefield, RI 02879
Tel. (401) 783-2248

CONTACT: Charles Flaherty, Business Manager

NERA seeks to improve school reading programs. They distribute position papers on controversial issues related to reading instruction to decision-makers throughout New England. In addition, the association sponsors seminars, conferences, and workshops; and publishes a quarterly journal.

POETS WHO TEACH, INC. (PWT)
108 Winthrop Road
Brookline, MA 02146
Tel. (617) 731-3876

CONTACT: Elizabeth McKim



To stimulate the writing and enjoyment of poetry, this cooperative of poets offers workshops in writing poetry and poetry reading to educational and community institutions statewide.

MATHEMATICS

Poemmaking: Poets In The Classroom, fifteen essays by poets who worked in Massachusetts public schools engaging young people and teachers in poemmaking, describes the joys, difficulties, and richness of those encounters.

SCHOOL VOLUNTEERS FOR BOSTON, INC. (SVB)
16 Arlington Street
Boston, MA 02116
Tel. (617) 267-2626

CONTACT: Isabel G. Besecker, Director

SVB provides volunteer assistance to students and teachers in the Boston public schools. Volunteers are interviewed, receive orientation, and select an area of competence in which to work. Schools currently use volunteers in reading and English tutoring sessions, enrichment programs, and career education activities. Ongoing training sessions for volunteers insure continued skill development. A collection of manuals, books, games, and other materials helpful to volunteer tutors may be reviewed and copied, on an appointment basis, by calling Kathy Baublis. SVB mails their free newsletter to anyone expressing an interest.



SECONDARY READING PROGRAM
Boston State College
625 Huntington Avenue
Boston, MA 02115
Tel. (617) 731-3300, ext. 264 or 265

CONTACT: Dr. Leo F. Hanley, Director

Through its office of Continuing Studies, the Boston State College Secondary Reading Program offers instruction in reading and study skills to students in middle and secondary schools, college students, and young adults. Small groups receive instruction in comprehension, organizational skills, note-taking from written and lecture materials, word attack and word meaning skills, and study habits. The course also provides tutoring.

CENTER FOR TEACHING/LEARNING OF MATHEMATICS
(CT/LM)

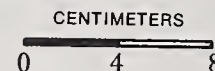
P. O. Box 3149
754 Old Connecticut Path
Framingham, MA 01701
Tel. (617) 877-7895

$$3 + 6 =$$

CONTACT: Mahesh C. Sharma, Director

Serving teachers, parents, administrators, and special education personnel, this center focuses on helping children who have learning problems in mathematics and improving mathematics instruction. Staff capabilities include: diagnostic and tutorial services, workshop and materials consultation, and metrics curriculum development. A teacher resource center operates on an appointment basis. The Center also releases a quarterly publication, Focus on Learning Problems in Mathematics.

NORTHEAST METRIC RESOURCE CENTER (NMRC)
University of Massachusetts
Amherst, MA 01003
Tel. (413) 545-2043



CONTACT: Evan V. Johnston, Director

NMRC promotes metric education by providing speakers, teachers, and consultants to discuss the metric system and conversion to metrics. Services extend to all educational levels, businesses, government, industry, and the general public. Fees vary with program format. Resource materials are available.

PROJECT TORQUE
(Tests of Reasonable Quantitative Understanding
of the Environment)
Education Development Center
55 Chapel Street
Newton, MA 02160
Tel. (617) 969-7100 ext. 423 or 436

CONTACT: Dr. Henry Olds, Jr., Coordinator,
Testing Advisory Service

Concerned with the testing of children, particularly in mathematics, TORQUE focuses on developin

PROFESSIONAL ASSOCIATIONS

improved tests which integrate testing and instruction, and communicating ideas related to improved testing. Seminar and workshop topics cover the nature and uses of testing, the relationship of testing to instruction, the diagnosis of children's mathematical errors, and setting criteria for testing and instruction. The Project plans to offer a catalogue of materials and a price list in early 1980.

In addition to the professional associations listed below, others can be located under appropriate subject area headings. The Massachusetts Council of Teachers of English, for example, is included in the LANGUAGE ARTS/READING section of this publication.

COMMONWEALTH OF MASSACHUSETTS TEACHER EDUCATION CONSORTIUM (COMTEC)

North Adams State College
Church Street
North Adams, MA 01247
Tel. (413) 664-4511, ext. 281, 282, 283

CONTACT: Dr. Patricia J. Prendergast,
Chairperson



COMTEC serves as a communication network among teacher educators in the state and community college system focusing on problems and issues in teacher education.

MASSACHUSETTS FEDERATION OF TEACHERS, AFT, AFL-CIO (MFT)

114 Western Avenue
Lynn, MA 01904
Tel. (617) 599-6800

CONTACT: Francis M. Martin,
Executive Secretary/Treasurer

The Federation offers a variety of professional services to teachers, nurses, and educational personnel. Workshops and speakers address such topics as handling grievances, paraprofessionals, and current legislation. The MFT releases a publication ten times a year, and offers two resource pamphlets, one on Chapter 766, and one on retirement. Additional information can be obtained on travel opportunities, insurance, and liability.

MASSACHUSETTS TEACHERS ASSOCIATION (MTA)

20 Ashburton Place
Boston, MA 02108
Tel. (617) 742-7950

CONTACT: J. Casey Olds, Director of
Professional Development Division



Six regional service centers across the state keep MTA members informed about current educational and related issues. The Association sponsors speakers and post-graduate institutes, makes referrals at the request of associations or members, and maintains a resource library containing hard copy material plus an ERIC microfiche file. Publications include a newspaper, MTA Today, The Massachusetts Teacher, and other literature addressing specific issues.

Regional MTA centers:

990 Washington Street
Dedham, MA 02026
Tel. (617) 326-2400

Peabody Office Building
Rear Holiday Inn
Peabody, MA 01960
Tel. (617) 535-5660

Henry Avenue Professional Building
25-27A Henry Avenue
Pittsfield, MA 01201
Tel. (413) 499-0257

534 New State Highway
Raynham, MA 02767
Tel. (617) 822-5371

435 Cottage Street
Springfield, MA 01104
Tel. (413) 733-2284

111 Elm Street
Worcester, MA 01609
Tel. (617) 791-2121

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
(NAIS)

4 Liberty Square
Boston, MA 02109
Tel. (617) 542-1988



Serving independent elementary and secondary schools in the United States and abroad, and sixty local, state, regional, and special-purpose associations, NAIS aims to assist and strengthen independent schools and help them effectively serve the society from which they derive their independence. On the national level, NAIS represents member schools to government agencies; reports on pertinent legislation, policies, and decisions; promotes broader knowledge and understanding of the independent

school; and fosters wider communication among member schools. In addition, the Association offers consulting services in management and classroom instruction, publishes Teacher's Notebooks and newsletters in different subject areas, and promotes in-service training.

Branch office:

Independent Schools Association of
Massachusetts
23 School Street
Andover, MA 01810
Tel. (617) 475-5335



SCHOOL ADMINISTRATION

CENTER FOR LAW AND EDUCATION, INC.
Gutman Library, Third Floor
6 Appian Way
Cambridge, MA 02138
Tel. (617) 495-4666

The Center serves as the national support center on legal issues in education. Activities include: participating in litigation; responding to inquiries from local program attorneys; legislative and administrative advocacy; referral to experts or existing publications; and training through seminars, presentations, and workshops. Publications include Inequality in Education (a periodic journal), The Education Law Bulletin, and litigation packets on topics such as Title I and the Constitutional rights of students. A complete list of publications is available upon request.



CITIZEN RESOURCE CENTER (CRC)
Beaman Street, Route 140
West Boylston, MA 01583
Tel. (617) 835-6056

CONTACT: Barbara S. Higgins, Associate Director

CRC helps citizens effectively participate in public schools. School/community collaboration seminars and workshops focus on ideas for improving educational opportunities in a particular school or district. Leadership training courses help parents learn how to become involved in public schools. Four part-time employees staff a telephone information and referral service. The CRC newsletter keeps members informed on the latest accomplishments of various school groups, upcoming workshops, and new library acquisitions. Library extension units enable residents of thirty-seven communities to borrow from a collection of three thousand books, magazines, and pamphlets through their local libraries.



INSTITUTE FOR RESPONSIVE EDUCATION (IRE)
704 Commonwealth Avenue, Fifth Floor
Boston, MA 02215
Tel. (617) 353-3309

CONTACT: Don Davies, President

IRE promotes partnerships among educators, school managers, and citizens concerning educational decision-making. The Institute conducts policy research, workshops, and presentations on substantive issues such as declining enrollments and collective bargaining. While their strongest experience has been with urban schools, staff also work with suburban and rural communities. Write or call for a price list of resource materials or a free quarterly newsletter.

MASSACHUSETTS ASSOCIATION OF SCHOOL COMMITTEES, INC. (MASC)
73 Tremont Street, Room 1115
Boston, MA 02108
Tel. (617) 523-1250

CONTACT: Margaret Jacques

MASC helps member school committees better serve their schools by keeping them informed on current issues and legislation through regular journals, bulletins, and seminars.



MASSACHUSETTS 4-H CENTER
466 Chestnut Street
Ashland, MA 01721
Tel. (617) 881-1243

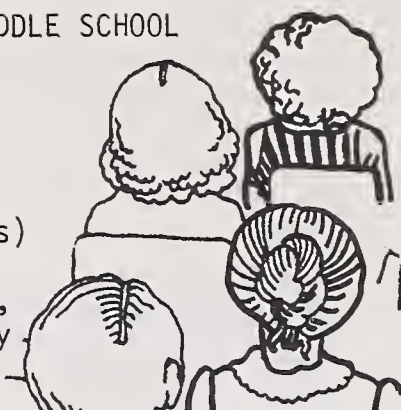
CONTACT: Stephen Hambright, Director

A component of the University of Massachusetts Cooperative Extension Service, Amherst, the Center serves as a conference/work facility for public and private non-profit education groups. Overnight accommodations are available for groups of fourteen to sixteen people. Groups over twenty-five in number may request food services. Staff assist sponsoring groups in locating speakers for seminars or workshops. Fees vary with length of stay and special resources requested.

MASSACHUSETTS JUNIOR HIGH/MIDDLE SCHOOL
PRINCIPALS ASSOCIATION

Box 123
1 School Street
Sharon, MA 02067
Tel. (617) 784-5937 (day)
(617) 784-2671 (evenings)

CONTACT: Edward W. Koskella,
Executive Secretary



Serving administrators from four hundred junior high and middle schools statewide, this organization keeps members informed about state and national issues. Eight area subgroups bring principals together on the local or regional level. The Association authors a bimonthly newsletter and periodically releases publications. Costs vary for seminars, speakers, and workshops.

MASSACHUSETTS PARENT-TEACHER-STUDENT
ASSOCIATION, INC. (Mass. PTSA)

11 Muzzey Street
Lexington, MA 02173
Tel. (617) 862-5822
(617) 927-1171 - hotlines

CONTACT: Vernon G. Graves, President

The Massachusetts PTSA brings together parents, administrators, students, and teachers who want to insure the successful rearing and educating of children through collaborative effort in a variety of activities. Recent workshops include: "How to Talk With Children About Drinking" (for parents and teachers), and "The Magical Touch With Children" (parenting). Comprehensive school/community health education programs are also provided. PTSA maintains an informational "hot line" for PTA/PTSAs requesting help; conducts workshops on leadership skills, legislation, and educational concerns; publishes the Massachusetts PTSA Bulletin; and provides resource materials to help local units organize and operate.

MASSACHUSETTS SCHOOL BUSINESS OFFICIALS
COOPERATIVE CORPORATION (MASBO/COOP)

55 Chapel Street
Newton, MA 02160
Tel. (617) 964-3570



CONTACT: Robert T. Pritchard,
Executive Director

MASBO offers school business officials, superintendents, and administrators consulting services in all administrative and operational areas. In addition, the corporation conducts annual surveys of wages, salaries, and working condition for all school employees. Seminar and workshop fees vary.

NATIONAL ALTERNATIVE SCHOOLS PROGRAM (NASP)

School of Education
University of Massachusetts
Amherst, MA 01003
Tel. (413) 545-0941

CONTACT: Kerry Christensen Homstead, Director

Through its national networking efforts, NASP advocates development of educational alternatives for public schools. Various reports, newsletters and publications including their National Directory of Public Alternative Schools assist in disseminating information. A resource center comprised mainly of school materials such as goal statements, proposals, evaluations, and catalogues serve as references for interested individuals. The staff answer telephone and mail inquiries and plan to conduct a national survey of alternative schools this fall.

NEW ENGLAND COALITION OF EDUCATIONAL LEADERS,
INC. (NECEL)

c/o Newton South High School
140 Brandeis Road
Newton Center, MA 02159
Tel. (617) 552-7540

CONTACT: Lennie Hersey,
Massachusetts Delegate and Chairperson



Women educators from New England have joined together to promote and support women in educational leadership through: social and professional interaction, career and educational equity information, and informational and support networks. Activities are designed to reduce the isolation of the "solo woman" administrator.

SCIENCE

NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL (NESDEC)
85 Speen Street
Framingham, MA 01701
Tel. (617) 879-7624

CONTACT: Dr. John R. Sullivan, Jr.,
Executive Secretary

Based on the concept of collaboration, NESDEC seeks to improve education throughout New England, particularly in membership school districts. Thirteen regional councils share experiences and strategies related to current educational topics. An annual Institute, for school administrators, offers informal seminars to introduce new educational developments and techniques. NESDEC also assists in disseminating publications and project results, computes enrollment projections, undertakes research and development activities, and accepts short-term consultations. Membership fee is based upon enrollment.



BOSTON ZOOLOGICAL SOCIETY (BZS)
Franklin Park
Dorchester, MA 02121
Tel. (617) 442-2005

CONTACT: Lydia A. Kowalski,
Director of Education



The Society uses a variety of methods to educate the public, pre-school through elderly, about the world of animals. Curriculum materials, reference books, and lend out kits for classrooms and libraries explore wildlife education, animal behavior, and African culture and animals. Staff conduct curriculum development programs for educators, schedule animal demonstrations and speaking engagements at schools, and present activity workshops for children and families. Sidewalk Zoo, a traveling exhibit, visits community centers, shopping malls, and similar sites with programs on neighborhood pollution problems and mythology and animals. The fee for Sidewalk Zoo covers cost of transportation. Membership includes subscriptions to their newsletter and a bimonthly magazine, Animal Kingdom.

EARTHWATCH RESEARCH EXPEDITIONS (EARTHWATCH)
10 Juniper Road
Belmont, MA 02178
Tel. (617) 489-3030

CONTACT: Blue Magruder, Director of Education
and Public Affairs

Earthwatch promotes understanding of scientific research by offering participation in field research expeditions to the general public. Teachers and students with avocational interests may volunteer as interns on world-wide projects, most of which occur during the summer. Belmont-based research associate volunteers conduct background research and prepare expedition briefings which explain project expectations to other volunteers. Some scholarships, based on a written application, help students, ages sixteen to twenty-three, meet financial costs. Educators may rent a 16mm sound film, "In Search of Ourselves," in which youngsters explore America's roots through the art, archaeology, and oral history of a vanishing Indian culture. Those interested in Earthwatch should request a catalogue describing expeditions.

MASSACHUSETTS HORTICULTURAL SOCIETY
300 Massachusetts Avenue
Boston, MA 02115
Tel. (617) 536-9280



CONTACT: Jean Hannon, Educational Coordinator

Dedicated to teaching and demonstrating the essential importance of plants in the human and natural world, the Society sponsors courses in indoor/outdoor gardening, botany, landscape design, and horticultural careers. Ongoing activities include special events, exhibits, tours, and monthly publications. A private library holds material ranging from basic indoor gardening to a collection of nineteenth century books. Speaker and workshop presentations are available on all aspects of horticulture. Fees depend upon the length of the program.

MASSACHUSETTS MARINE EDUCATORS (MME)
c/o Joe McQuade, Treasurer
12 Gerry Street
Marblehead, MA 01945
Tel. (617) 631-6388



CONTACT: Jack Crowley
Hingham High School
Hingham, MA 02043

This organization of kindergarten through college teachers share resources in marine and freshwater studies and work to integrate marine-related materials into existing curricula. Frequent educational meetings featuring speakers, films, slides, and hands-on materials, provide members with information applicable to the classroom. MME also offers courses for college and in-service credit in cooperation with local colleges and universities. A resource center, presently housed at the New England Aquarium, contains books, slides, journals, and curriculum materials. Their monthly newsletter, Flotsam and Jetsam, informs members about upcoming meetings, lectures, courses, resources, and current events. Marine Science Journal provides abstracts of Massachusetts student research projects which can serve as models for laboratory activities.

MUSEUM OF SCIENCE
Science Park
Boston, MA 02114
Tel. (617) 723-2500

A school program provides school children with a free visit to the Museum of Science, including one free major program. To qualify, students must come in organized groups during the school year, and teachers must make advance reservations through the Visitors Service Department (ext. 350). Their brochure, School and Group Visits, lists over thirty possible programs. The staff welcomes pre-visit planning sessions to assist teachers in making their group's visit more useful and relevant to school-based science learning. (Contact the Educational Department, ext. 344.) In addition, Massachusetts teachers receive free year-round admittance, with identification, and may use the Museum's Lyman Library which houses general science reference and borrowing materials, teaching aides, and resources. The Museum Newsletter, listing up-to-date information on changing exhibits and programs, circulates to all schools (check the principal's office). Arrangements for groups with special needs should be discussed before a visit.

NEW ENGLAND AQUARIUM
Central Wharf
Boston, MA 02110
Tel. (617) 742-8830



CONTACT: Dr. Warren M. Little,
Director, Education

Four units of the New England Aquarium bring educational services to the public. A Curriculum Services unit (ext. 252) offers free admission to teachers and free orientation for groups of teachers interested in using the Aquarium for educational purposes. School group visits can be geared to elementary and secondary topics currently under study. Staff facilitate teacher workshops and provide curriculum suggestions. Collaboration with the Massachusetts Marine Educators (see p. 46) provides feedback on units and materials.

Trained field associates from the Education Department (ext. 251) make pre-trip and post-trip visits to schools in the Greater Boston area, and assist teachers in developing marine education curricula. They also visit hospitals, nursing homes, community centers, and libraries. A new resource, a marine career slide-tape, presents interviews with Aquarium staff regarding their own careers. Available on a rental basis, it is appropriate for middle, junior high, and high school age groups.

A Career Explorer Program, sponsored in affiliation with the Boy Scouts of America, offers students, aged fifteen to twenty, the opportunity to join other high schoolers from the Boston area in learning about careers, schooling, and the wonders of water through marine related experiments, speakers, field trips, and social gatherings (ext. 50).

Finally, a Volunteer Program (ext. 236) trains students sixteen years and over to present the galleries or conduct research through a ten week training program in aquatic environments.

THE OFFICE OF COASTAL ZONE MANAGEMENT
National Oceanic and Atmospheric Administration
Department of Commerce
Washington, DC 20230

The Office of Coastal Zone Management has prepared resource guides for science teachers entitled Coastal Awareness. Each contains activities, resource listings, and sources of information. Use the following code numbers when ordering: elementary edition (stock #003-019-0041-1); junior high (#003-019-0042-0); and senior high (#003-019-0043-8). These may be purchased from:

The Superintendent of Documents
Government Printing Office
Washington, DC 20402

Request a free brochure and annotated list of eighty-six learning activities for grades K - 12 in coastal and oceanic awareness studies from:

Project COAST
University of Delaware
310 Willard Hall
Newark, DE 19711



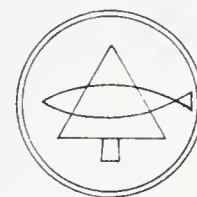
SCIENCE FOR THE PEOPLE (SftP)
897 Main Street
Cambridge, MA 02139
Tel. (617) 547-0370

CONTACT: Magazine or Office Coordinator

Science for the People, a political and scientific organization, works to make science and technology responsive to people's needs. Activities combine education, direct action, and outreach, including: organizing workshops on topics such as nutrition, nuclear power, and socio-biology; attending national scientific meetings; studying science and technology in other countries; and developing publications. Their bi-monthly magazine, Science for the People, deals with uses and misuses of science and describes SftP activities. Members receive the Internal Discussion Bulletin. A publication list is available upon request.

SOUTH SHORE NATURAL SCIENCE CENTER (SSNSC)
Jacob's Lane
Norwell, MA 02061
Tel. (617) 659-2559

CONTACT: Elizabeth Lawrence,
Director of Education



Experience centered activities introduce visitors to the out-of-doors and open their eyes to the wonders of nature. Nursery school and kindergarten children follow a nature trail and explore the life of a fresh water pond. Elementary and middle school programs combine the trail and pond exploration with a nature talk. The staff try to arrange the talk teachers choose from their selection. Extended programs are offered on environmental studies, geology, and winter. In-school services include nature lectures and demonstrations, a field trip around the school yard, and nature trail planning. Adult education courses, teacher/group leader workshops, and Saturday programs round out events scheduled through the Center. A library holds volumes for research, a special children's section, periodicals, clippings, and source materials. Many items may be borrowed.

SPRINGFIELD SCIENCE MUSEUM
236 State Street
Springfield, MA 01103
Tel. (413) 733-1194



CONTACT: Gloria Keeney, Curator of Education

The Education Department of the Springfield Science Museum designs programs which enrich and supplement curricula and provide stimulating ideas for classroom discussion and individual projects. Museum tours and mini-lessons, conducted by trained interpreters, lead groups, grades K - 12, through a series of selected exhibits. Specialized programs, individually tailored to class curricula, use visuals such as the planetarium, museum artifacts, and slides. The museum invites teachers to investigate facilities and exhibits prior to scheduling programs. A small reference library provides additional research materials.

SUBURBAN EXPERIMENT STATION
University of Massachusetts
240 Beaver Street
Waltham, MA 02154
Tel. (617) 891-0650



CONTACT: Gordon W. Fellows, Acting Chairman

Secondary and college science educators, 4-H leaders, and graduate students will find the Suburban Experiment Station a valuable resource in the areas of production agriculture, ornamental horticulture, or environmental problems. Staff speak at meetings or conduct workshops for agricultural groups and publish pamphlets and booklets. A library contains periodicals about plants, state and USDA pamphlets, and other materials. The station also diagnoses plant and garden problems, tests soil, and identifies insects.

WORCESTER SCIENCE CENTER
222 Harrington Way
Worcester, MA 01604
Tel. (617) 791-9211

CONTACT: Carolyn Miner, Director
of Public Information

The Worcester Science Center uses three floors of exhibits, a zoo, and multi-media star theatre to present the natural and physical sciences to the public. A miniature train makes touring these areas easy and relaxing. Teachers may select one classroom and one star theatre program to supplement group visits. These changing programs accommodate audiences pre-school through high school. Free Discovery Catalogues describe the Center and aid teachers planning visits. A summer nature study camp involves students, nursery school through eighth grade, in morning and afternoon programs. Students, grades nine and ten, may join counselor training programs. Make group reservations to the Center through the Reservation Department.

Note: See also resources listed in ENVIRONMENTAL EDUCATION section, p.22



SOCIAL SERVICES

This section has been divided into subgroups. In addition to the social services listed below, other resources are organized under the sub-headings of CHILDREN AND YOUTH, LEGAL SERVICES, and WOMEN that follow.

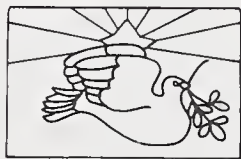
ACTION FOR BOSTON COMMUNITY DEVELOPMENT (ABCD)
178 Tremont Street
Boston, MA 02111
Tel. (617) 357-6000



CONTACT: Robert M. Coard, Executive Director

ABCD serves low income and disadvantaged Boston residents through programs in employment and training, energy and conservation, education and Head Start, health and community service. Local Area Planning Action Councils (APACs) serve as vehicles for citizen participation in community planning and development. Additional activities include: a free community seminar series; information, workshops, and referral regarding human services and community action; a demographic and historical social service-oriented library; a foster grandparent program; and Project Dialogue, where teachers and parents develop new educational strategies. Contact ABCD to receive newsletters or brochures describing programs.

AMERICAN FRIENDS SERVICE COMMITTEE (AFSC)
New England Regional Office
2161 Massachusetts Avenue
Cambridge, MA 02140
Tel. (617) 661-6130



CONTACT: Marilyn Downs

AFSC conducts programs on world peace, women's issues, social and economic alternatives, and criminal justice. Program Resources 1978 lists books and pamphlets for sale either from their on-site literature area or through the mail. Audio Visual Resources for Social Change lists films, slide shows, and slide tapes available for rent, and refers people to other film libraries. A Speakers' Service helps groups locate appropriate speakers. The Committee provides information and referrals on social issues, offers seminars, workshops, and a monthly newsletter.

CENTER FOR PARENT EDUCATION (CPE)
55 Chapel Street
Newton, MA 02160
Tel. (617) 964-2442

CONTACT: Burton White or Michael Meyerhoff

The Center educates the public and provides support services to professionals in the education of children, birth to three years. Speakers discuss parenthood, pediatrics, education, and related topics. CPE also releases articles, newsletters, and public service announcements. Additional resources include film critiques, assessment procedures, proposal reviews, research analysis, and related printed matter. A series of taped lectures on educating the infant and toddler is available from the Center. Interested individuals may request a descriptive brochure of the series.

CHINESE AMERICAN CIVIC ASSOCIATION (CACA)
684 Washington Street
Boston, MA 02111
Tel. (617) 426-8673



CONTACT: Louis Scrima

CACA serves the Greater Boston Asian community through adult education programs, social services, and advocacy. The Association sponsors free speakers, seminars, and workshops. A monthly newsletter, SAMPAN, is also distributed free of charge. Individuals seeking information or referral to other social service agencies may contact this office or their branch at:

18 Oxford Street
Boston, MA 02111
Tel. (617) 426-9492

CITIZENS FOR CITIZENS (CFC)
264 Griffin Street
Fall River, MA 02724
Tel. (617) 679-0041 or (617) 824-9652 (in Taunton)
(617) 676-3024 (Hotline)

CONTACT: Mark Sullian, Executive Director

This multi-faceted citizen advocacy organization serves limited income individuals through various

projects and services and works in cooperation with other community agencies. Current areas of involvement include: lead poison control, Head Start, elderly affairs, family planning, energy programs, community organization, economic development education, and research. A twenty-four-hour hotline helps people with problems related to legal matters, employment, and housing. This number also connects callers to their Rape Crisis Center and Project Participate, a volunteer placement program.

CITY-WIDE EDUCATIONAL COALITION, INC. (CWEC)
52 Chauncy Street, Room 305
Boston, MA 02111
Tel. (617) 542-2835



CONTACT: Pauline R. Bailey, Research/
Public Information Coordinator

CWEC promotes student and parent participation in programs and policy development in Boston schools. "How-to" guides for parents, "guides" to magnet schools, newsletters, and similar publications are available free or for the cost of postage and handling. Staff speak and conduct workshops on public education and citizen participation, and provide information and referral on school related issues. Depending on their funding, CWEC offers technical assistance and advocacy services. A resource center contains all publications, guides, and back issues of newsletters.

FREEDOM HOUSE, INC.
14 Crawford Street
Roxbury, MA 02121
Tel. (617) 445-3700

CONTACT: Bennie L. Walker, Ruth Gore, or
Betty Draper

One of the oldest community advocacy agencies in Roxbury and Dorchester, Freedom House provides many services to community and non-community agencies and residents. The Institute on Schools and Education, their largest program, sponsors an educational counseling center; a job file; a speaker's bureau; an information, referral, and rumor control center; and offers Chapter 636 assistance. The Travel/Study

Project operates in conjunction with the American Institute for Foreign Study, giving minority high school students opportunities for foreign study. A senior citizen component is involved in community activities, trips, concerts, and producing a newsletter. A social service council, comprised of community agencies, meets to discuss programs, problems, and issues related to the community.

SOUTH SHORE COMMUNITY ACTION COUNCIL, INC.
17 Court Street (Rear)
Plymouth, MA 02360
Tel. (617) 746-6707

CONTACT: Richard W. Henkley, Executive Director

This community action program helps low income and minority citizens through legal services; welfare rights information; transportation; and energy, alcohol rehabilitation, senior citizen and Head Start programs. Staff also refer persons in need to other social service organizations.

CHILDREN AND YOUTH

ACTION FOR CHILDREN'S TELEVISION (ACT)
46 Austin Street
Newtonville, MA 02160
Tel. (617) 527-7870



Through legal action, education, and research, ACT works to eliminate commercial abuses in children's television. Educational materials such as "Kids for Sale," TV reminder tags (English and Spanish), and posters teach young consumers about TV advertisement and the medium itself. Other resources discuss special subjects in children's programming such as the arts, consumerism, disabled children, role models, and the sciences. Guidelines help parents and professionals participate in children's viewing. A library of books, periodicals, and other materials is open to the public by appointment. Membership includes a quarterly news magazine highlighting latest developments in broadcast practices directed at children.

CAMBRIDGE YOUTH RESOURCES BUREAU (YRB)
105 Windsor Street
Cambridge, MA 02139
Tel. (617) 498-9072 or
(617) 547-4608 (Referral)



CONTACT: Ronald G. Silva, Executive Director

YRB advocates family and community alternatives which divert Cambridge city youth, ages eight through sixteen, from delinquency. A Youth Employment Readiness Program assists with job application and placement, and advises on further education and careers. The Early Warning Project identifies potential high school drop-outs and motivates them to stay in school. Cambridge residents may receive a free monthly newsletter or pick up free local guides to education, health services, day and child care, employment, and other local resources. Interested youths, parents, school, or agency personnel seeking referral should call the referral number. Services are available free of charge or at nominal cost.

CHILD CARE RESOURCE CENTER, INC. (CCRC)
187 Hampshire Street
Cambridge, MA 02139
Tel. (617) 547-9861

CONTACT: Ethel McConaghy, Coordinator

CCRC helps parents select child care facilities for preschool children. The Center maintains a reference library covering all aspects of child care and refers people to services in the Greater Boston area. Library materials do not circulate but may be borrowed for photocopying. Items for sale include: publications, substitute teacher lists, and newsletter subscriptions. Speakers and workshops are available on a limited basis.

CHILDREN'S PROTECTIVE SERVICES (CPS)
Massachusetts Society for the Prevention of
Cruelty to Children
43 Mt. Vernon Street
Boston, MA 02108
Tel. (617) 227-2280

CONTACT: K. Ladd Ward, Director of
Public Relations/Development

CPS reaches out to protect abused children and rehabilitate families through: social service, social action, education, and professional contributions. Twelve district offices keep the agency aware of the adequacy of community resources affecting children. The agency proposes and sponsors legislation and assists in designing programs to bring laws into action. Public education activities help people understand community and legislative needs, the psychology of child abuse, and methods of improving parenting. A ten minute filmstrip, Sometimes Its OK To Tattle, uses puppets to explain that parents who abuse children are people with problems. Although primarily for third through sixth grade viewers, the film has been used by broader audiences. To preview or order the filmstrip contact Henry Felt, Family Information Services. Additional services include: speakers, workshops, a quarterly newsletter. See CPS (Raynham, p.34) for a description of a child abuse and neglect curriculum.

FAMILY DAY CARE PROGRAM
12 Station Street
Brookline, MA 02146
Tel. (617) 738-0703

CONTACT: Caroline Delaney, Director



A service of the Women's Educational and Industrial Union, the program offers family day and after-school care for working mothers in the Boston and Brookline area. Women successfully completing a four-week course of study provide individualized care in their homes. Day care mothers consult with education and child development specialists who visit the homes and give continued training and assistance. Training courses run three times a year and are free of charge. Homes must meet health and safety standards and be eligible for licensing under state laws. Staff will explain the program, costs, and provide names of trained day care mothers.



GREAT BROOK VALLEY COMPREHENSIVE CHILD CARE
SERVICES, INC. (GBV CHILD CARE)

160 Tacoma Street
Worcester, MA 01605
Tel. (617) 852-3792

CONTACT: Johanna Caputo, Social Worker



GBV Child Care offers free day care, pre-school and after school care to families of eligible income level. Support services such as pre-school screening; counseling; and eye, ear, and speech testing are provided by affiliated agencies. CETA employees, neighborhood youth corps members, and college interns participate in day care job training programs. GBV Child Care also conducts workshops on preventing child abuse.

OFFICE FOR CHILDREN (OFC)

120 Boylston Street
Room 246
Boston, MA 02116
Tel. (617) 727-8900



The Office for Children provides information and/or referral services for children, birth to sixteen years, or eighteen years in the case of children with special needs. The Help for Children Program compiles information about health, education, social services, welfare, and recreational and governmental resources for the public. A Children at Risk Project coordinates training, advocacy, and community awareness services related to child abuse and neglect. Advocates, trained by Office for Children, insure that Chapter 766 requirements are followed and that parents' and their children's rights are upheld during the 766 process. A series of video tapes on Chapter 766 is available on a first-come-first-serve basis. Regional offices, listed below, will direct individuals to local councils which provide services.

120 Boylston Street
Room 307
Boston, MA 02116
Tel. (617) 727-8898, 8367, 6804

Lakeville Hospital
Lakeville, MA 02346
Tel. (617) 947-1231 ext. 233

Gregory Street
Middleton, MA 01949
Tel. (617) 774-2396

425 Watertown Street
Newton, MA 02158
Tel. (617) 727-2532

1618 Main Street
Springfield, MA 01103
Tel. (413) 733-4161

Metropolitan State Hospital
475 Trapelo Road
Building H
Waltham, MA 02154
Tel. (617) 891-0530

75A Grove Street
Worcester, MA 01605
Tel. (617) 791-3136

LEGAL SERVICES

CENTRAL MASSACHUSETTS LEGAL SERVICES (CMLS)
339 Main Street
Worcester, MA 01608
Tel. (617) 752-3718

CONTACT: Sandra Landau, Administrator

Formerly known as Neighborhood Legal Services, CMLS gives free legal assistance to persons of limited income living in Worcester County. Advocates and community agency staffs receive training and share general information at free seminar and workshop sessions. Pamphlets, developed by CMLS, help community workers counsel clients with certain kinds of legal problems. When warranted, attorneys and paralegals provide oral advice. Persons in the Fitchburg area should contact:

455 Main Street
Fitchburg, MA 01420
Tel. (617) 345-1946
Contact: Charles E. Vander Linden,
Staff Attorney



CIVIL LIBERTIES UNION OF MASSACHUSETTS (ACLU)
68 Devonshire Street
Boston, MA 02109
Tel. (617) 742-8020

CONTACT: Don Guyton

ACLU works on national and local levels to raise awareness of civil liberty violations; bring cases before courts, school boards, licensing bureaus, and the Supreme Court; lobby in Congress, state legislatures, and city councils; and make appropriate referrals. A paperback series, The Rights of . . ., focuses on the rights of such groups as the mentally retarded, tenants, and prisoners. These publications are sold directly through bookstores. In Western Massachusetts contact:

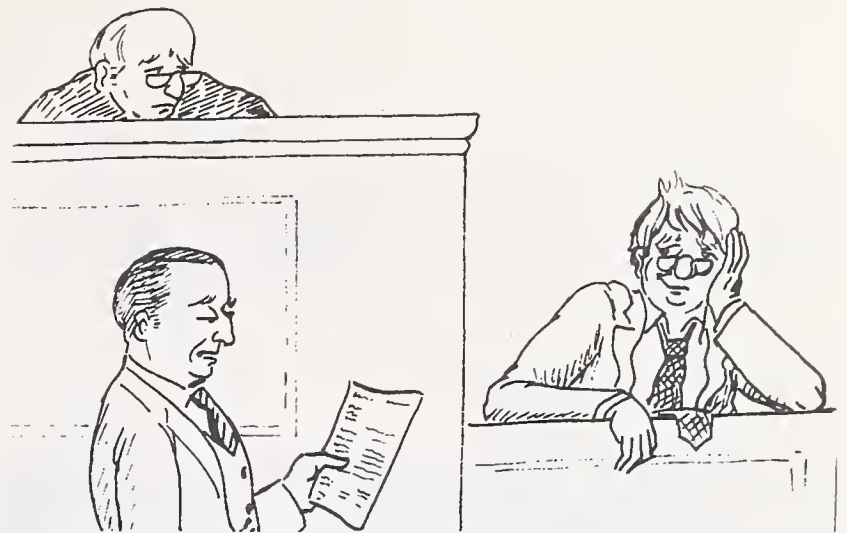
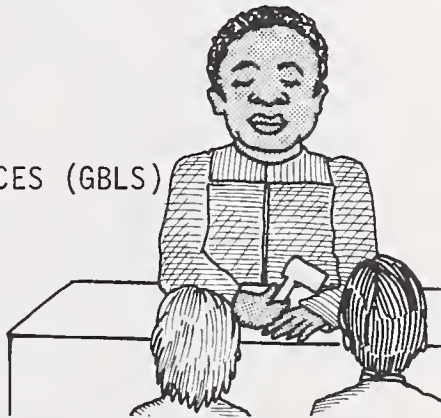
Hampden County Chapter
31 Court Street
Springfield, MA 01103
Tel. (413) 732-8981

GREATER BOSTON LEGAL SERVICES (GBLS)
85 Devonshire Street
Boston, MA 02109
Tel. (617) 367-2880

CONTACT: Nancy Westbrook

GBLS represents low income Boston area residents in civil cases dealing with housing evictions, discrimination, and consumer and employment matters. Eight neighborhood offices and five specialty units--Family, Elderly, Children, Juvenile (Criminal), and Juvenile Law Reform--offer a full range of free services, including advising clients, drafting legal papers, negotiating, and, when necessary, legal representation in court. The staff take an active part in the passage of new state laws; work to educate people about their legal rights and responsibilities; and provide skills training for attorneys and advocates.

The Children's and Family Law Units, the Juvenile Court Advocacy Program, and the Juvenile Law Reform Project are all located at the address and phone number above. The Elderly Unit is based at 102 Norway Street, Boston, MA 02115, tel. (617) 536-0400.



JUVENILE LAW PROJECT AT WESTERN MASSACHUSETTS
LEGAL SERVICES, INC.
121 Chestnut Street
Springfield, MA 01103
Tel. (413) 781-7814

CONTACT: Jill Hanchett, Paralegal

The Project provides information and legal assistance to low income adolescents in areas of education, mental health, delinquency, and welfare. Staff also conduct community education workshops about laws affecting juveniles. Services are free to adolescents in the Springfield area.

LAWYERS' COMMITTEE FOR CIVIL RIGHTS UNDER
LAW OF BOSTON BAR ASSOCIATION
294 Washington Street, Suite 506
Boston, MA 02108
Tel. (617) 482-1145

CONTACT: Mark Brodin and Alan Jay Rom,
Staff Attorneys

This committee provides free legal representation in areas of civil rights for persons in Massachusetts who cannot afford a private attorney.

LEAGUE OF WOMEN VOTERS (LWV)
120 Boylston Street
Boston, MA 02116
Tel. (617) 357-5880 or 1-800-882-1649

CONTACT: Merry Duffy, Executive Director

The League encourages citizen participation in government by making information/referral available regarding government on the local, state,

and national levels. Fees charged for speakers and workshops depend upon a group's ability to pay. Staff availability determines workshop schedules. Publications, released periodically, sell at nominal cost.

WOMEN

THE NEW ENGLAND WOMEN'S YELLOW PAGES

Boston Women's Collective, Inc.
Park Square Building, Room 203 B
31 St. James Avenue
Boston, MA 02116
Tel. (617) 482-7458



The Boston Women's Collective compiled The New England Women's Yellow Pages, a resource book written by and for women. The guide contains publication reviews, and articles, and describes service organizations. Chapters include education, law, parenting, the older woman, health, and employment. It can be used by various agencies for referral and counseling, by schools and universities for their classrooms, and by businesses for implementing affirmative action programs. Contact the Collective for ordering information.

WOMEN'S INFORMATION, REFERRAL AND EDUCATION PROGRAM (WIRE SERVICE)

c/o The Junior League of Boston, Inc.
117 Newbury Street
Boston, MA 02116
Tel. (617) 536-9640 or (617) 247-4078

CONTACT: Gwen Harper, Director

This outreach organization serves as a network between neighborhood women and local service providers in the metropolitan Boston area. The WOMEN'S VAN travels to selected neighborhoods carrying hand-out literature from cooperating organizations, a mobile telephone, and staff who answer questions and make referrals. Seminar and workshop training opportunities for VAN clients, staff, and members of cooperating agencies take place on the VAN or at agency facilities. Conducted as a community service, these sessions charge only for actual arrangement, teaching material, and travel expenses. Symposia enable participants to develop new objectives and to share information,

experience, and resources. Subscription to the WIRE Service Bulletin, published periodically, is provided upon request.

WOMEN'S SERVICE CENTER

33 Pearl Street
Pittsfield, MA 01201
Tel. (413) 499-2425 or
(413) 443-0089 (Battered Women Line)



CONTACT: Sheila T. Barry, Director

The Women's Service Center offers a variety of services to women in Berkshire County. Libraries on career development, women and health, and general women's issues are open to the public although only the general holdings are circulated. Workshops and speakers cover topics on assertiveness training, women and work, and support groups, and are available for a fee based on a sliding scale. The Center operates a twenty-four hour crisis intervention line for battered women, a laywomen's health collective, and a life planning alternatives program. Staff conduct career development sessions and speak at high schools on issues related to physical abuse.



SOCIAL STUDIES

This section has been divided into subgroups. In addition to the variety of Social Studies Services listed below, other resources are organized under the subheadings of GOVERNMENT and HISTORY that follow.

BOSTON STOCK EXCHANGE, INC. (BSE)
53 State Street
Boston, MA 02109
Tel. (617) 723-9500

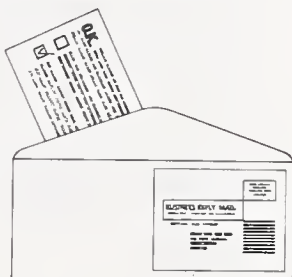
CONTACT: Linda Burdick-Pettigrew,
Director of Public Relations

The Boston Stock Exchange conducts tours for high school seniors and college students studying economics, finance, history, and management. While most services are generally available only to members, some information is distributed to tour groups or the general public in response to mail or telephone requests. The Exchange occasionally arranges speakers and distributes free publications.

ECONOMIC EDUCATION COUNCIL OF MASSACHUSETTS
(EECM)

Lincoln Filene Center
Tufts University
Medford, MA 02155
Tel. (617) 628-5000 ext. 359

CONTACT: Daniel W. Gibbs, Jr.



Under the aegis of the Joint Economic Council of New York, this organization disseminates materials concerning economic trends, principles, and problems. Their television film series, Trade Offs, aired on Channel 2 in Boston and Channel 57 in Springfield, presented economic concepts to nine through thirteen-year-olds. In-service and pre-service courses for teachers also receive major emphasis. Speakers accept engagements for teacher activities or contributors' gatherings. Ask to receive ECONOTES, published quarterly.

MASSACHUSETTS COUNCIL FOR THE SOCIAL STUDIES
(MCSS)

127 Marked Tree Lane
Needham, MA 02192
Tel. (617) 444-3181

CONTACT: Henry Hicks, President

The Council works to improve social studies education and foster professional sharing among educators, kindergarten through college. An affiliate of the National Council For The Social Studies, MCSS provides: speakers, workshops, programs, curriculum consultants, opportunities to examine commercial and public service materials, and referrals. Publications include a bimonthly Mass. Council Newsletter and the tri-annual New England Social Studies Bulletin. Their six affiliates are located at:

Central Massachusetts Council
28 Crestham Circle
Worcester, MA 01604
Tel. (617) 752-5366
Contact: Debra Miller

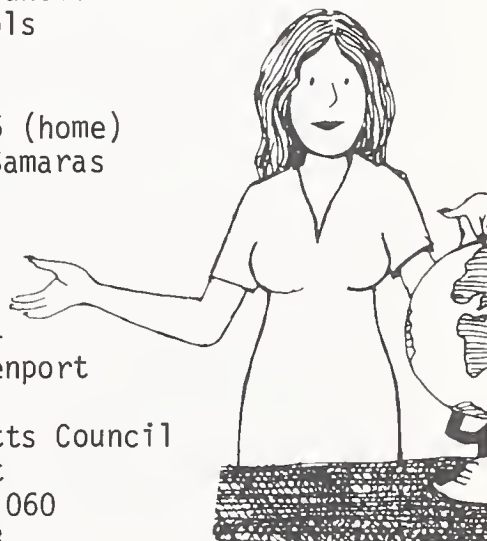
Greater Boston Council
88 Summer Street
Newton, MA 02186
Tel. (617) 699-3145
Contact: James Doherty

Massachusetts Association for
Law Related Education
4 Carter Drive
Framingham, MA 01701
Tel. (617) 877-3005
Contact: Arlene Gallagher

Merrimack Valley Council
Lowell Public Schools
80 Appleton Street
Lowell, MA 01852
Tel. (617) 459-6785 (home)
Contact: William Samaras

South Shore Council
8 North Ash Street
Brockton, MA 02401
Tel. (617) 586-4774
Contact: Anna Davenport

Western Massachusetts Council
218 Crescent Street
Northampton, MA 01060
Tel. (413) 586-1193
Contact: Dennis O'Neil



MUSEUM OF TRANSPORTATION (M.O.T.)

Museum Wharf
316 Congress Street
Boston, MA 02210
Tel. (617) 426-6633



CONTACT: Donald Gratz, Education Department

Transportation, its history, and related topics are the focus of exhibits, tours, and programs for school groups. Teachers bringing classes should inquire about workshops which focus on specific subjects. Staff will help with information or referrals. Newsletter subscriptions are available through membership.

NATIONAL PARK SERVICE (NPS)
North Atlantic Regional Office
15 State Street
Boston, MA 02109
Tel. (617) 223-0058



CONTACT: Edie Adair,
Public Information Specialist

The North Atlantic Office manages sites in the six New England states, New York, and New Jersey. NPS services take into account language and age differences, and handicaps. Through free brochures, it introduces the public to park and monument highlights. Educators may enroll in a free subscription to their quarterly newsletter, The Broadside, by sending a postcard in care of Francis Kolb, tel. 242-5629. In Massachusetts consider the following sites and offerings:

Adams National Historic Site
P. O. Box 531
Quincy, MA 02169
Tel. (617) 773-1177

Home of Presidents John Adams and John Quincy Adams, U.S. Minister to Britain Charles Francis Adams, and writers and historians Henry Adams and Brooks Adams

Appalachian National Scenic Trail
15 State Street
Boston, MA 02109
Tel. (617) 223-1683

Approximately 2,000 miles of scenic trails to explore

Boston National Historic Park
Charlestown Navy Yard
Boston, MA 02129
Tel. (617) 242-5601

Includes Faneuil Hall, Old North Church, Old State House, Bunker Hill, Old South Meeting House, Charlestown Navy Yard, berth for U.S.S. Constitution, and Paul Revere House

Cape Cod National Seashore
South Wellfleet, MA 02663
Tel. (617) 349-3785

Ocean beaches, dunes, woodlands, freshwater ponds, and marshes

Dorchester Heights National Historic Site
15 State Street
Boston, MA 02109
Tel. (617) 223-0058

A memorial tower and green mark the site where colonial batteries helped force the British to evacuate Boston in 1776.

John Fitzgerald Kennedy National Historic Site
83 Beals Street
Brookline, MA 02146
Tel. (617) 566-7937

Birthplace and early boyhood home of the 35th President

Longfellow National Historic Site
105 Brattle Street
Cambridge, MA 02138
Tel. (617) 876-4491

Home of poet Henry Wadsworth Longfellow (1837 - 1882) and General Washington's headquarters during the siege of Boston (1775 - 1776)

Lowell National Historic Park
P. O. Box 1098
171 Merrimack Street
Lowell, MA 01853
Tel. (617) 459-4136

Merrimack Canal gatehouses, Wannalancit Textile Mill, and Lowell Museum

Minute Man National Historical Park
P. O. Box 160
Concord, MA 01742
Tel. (617) 484-6156

Includes North Bridge, Minute Man statue, four miles of Battle Road between Lexington and Concord, and "The Wayside," Nathaniel Hawthorne's home

Salem Maritime National Historic Site
Custom House

174 Derby Street
Salem, MA 01970
Tel. (617) 744-4323

The only major port never captured during the Revolution later became one of the nation's great mercantile centers. Nathaniel Hawthorne also worked at the Custom House.

Saugus Iron Works National Historic Site
244 Central Street

Saugus, MA 01906
Tel. (617) 233-0050

The first integrated iron works in North America, this reconstruction includes the ironmaster's house, furnace, forge, and rolling and slitting mill.

Springfield Armory National Historic Site
P. O. Box 515

Springfield, MA 01101
Tel. (413) 734-6477

A small-arms manufacturing center for over 200 years, the largest collection of Confederate and other small arms is maintained here.

UNITED NATIONS CHILDREN'S FUND CENTER (UNICEF)
261 Washington Street
Newton, MA 02158
Tel. (617) 965-3365

CONTACT: Sandy Thompson, Education Chairperson
Tel. (617) 729-8063

This Center provides education and information services about children of other lands. Materials, designed for use by and with children, preschool to fourteen years, include: books, filmstrips, slide sets, posters, teachers' kits, photograph displays, and presentation suggestions. Send a self-addressed stamped envelope when requesting their Publications and Educational Materials catalogue, which lists films, distribution centers, and loan and purchase fees.



GOVERNMENT

CITIZEN INFORMATION SERVICE

Office of the Secretary of the State
1 Ashburton Place, 16th Floor

Boston, MA 02108

Tel. (617) 727-7030 or 1-800-392-6090
(outside Metropolitan Boston)



The Citizen Information Service, a telephone information and referral agency, provides toll-free assistance to citizens with questions about state government. It offers information on state programs and agencies and directs people to the proper offices to resolve their problems. Their Citizens' Guide to State Services, available for a nominal fee, lists addresses, telephone numbers, and service descriptions of many government agencies.

GENERAL SERVICES ADMINISTRATION (GSA)

John F. Kennedy Federal Building
Cambridge Street

Boston, MA 02203

Tel. (617) 223-7121



Three information centers link the public with contacts in other federal agencies, businesses, and state and local governments. Federal Information Center specialists answer questions about the federal government directly or refer inquiries to the proper office. Business Service Centers advise on contracting with the federal government or marketing your products and services. A catalogue listing hundreds of publications, available free or at a nominal charge, is offered from:

The Consumer Information Center
General Services Administration
Pueblo, CO 81009

INSTITUTE FOR GOVERNMENTAL SERVICES (IGS)

Middlesex House

University of Massachusetts

Amherst, MA 01003

Tel. (413) 545-0006

CONTACT: Dimitri V. Gat, Editorial Associate

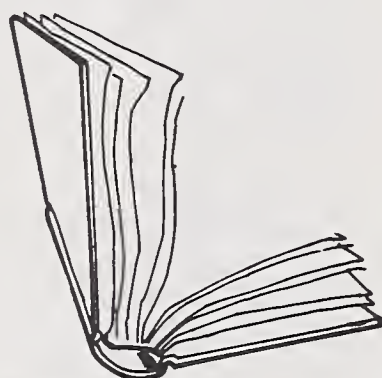
The Institute brings academic expertise and practical experience to bear on issues affecting state and local governmental agencies. Research undertaken by IGS often leads to specific training programs, technical assistance, and publications. One such monograph series includes five booklets exploring career and occupational education topics. Through courses, conferences, and workshops, participants learn efficient techniques for dealing with the challenges of changing legislation and reorganization. Activities, generally grant supported and project connected, occasionally charge moderate fees.

Branch office:

250 Stuart Street
Boston, MA 02116
Tel. (617) 542-6558

JOHN F. KENNEDY LIBRARY
Columbia Point
Dorchester, MA 02125
Tel. (617) 929-4553

CONTACT: Donna Smerlas,
Educational Programs Specialist



Once open at their new site on the University of Massachusetts campus (late October), the Educational Programs staff plans to offer teacher workshops, class visits for grades 4 - 12, and curriculum development services.

MASSACHUSETTS ASSOCIATION FOR LAW-RELATED
EDUCATION (MALRE)
P. O. Box 385
Northampton, MA 01060
Tel. (413) 545-1529 or 545-2155

CONTACT: David Schimmel, President
John Burke, Vice-President

The Association supports the teaching of law at all levels in the educational system by sponsoring in-service and pre-service workshops, conferences, and courses for teachers; promoting the exchange of programs, materials, and information; and encouraging judges and lawyers to serve their communities through the teaching of law. These goals stem from the belief that schools must equip students with

the legal knowledge, skills, and understanding which will enable them to assume the rights and responsibilities of functioning citizens in a constitutional democracy. A resource center housed at the School of Education, University of Massachusetts, Amherst, contains written curriculum materials, a sampling of multi-media items, assorted books, articles, and lesson plans.

MASSACHUSETTS CONSUMERS' COUNCIL (MCC)
100 Cambridge Street, Room 2109
Boston, MA 02202
Tel. (617) 727-2605

CONTACT: William Keenan, Field Investigator

A consumer protection and education organization, MCC conducts occasional seminars and workshops for teachers and the public, sponsors an active speakers' program, and provides information and referral. In addition to their own literature, the Council distributes consumer materials from state, federal, and private sources. MCC also proposes legislation, investigates consumer complaints, and monitors state agencies.

MASSACHUSETTS STATE ARCHIVES
Office of the Secretary of State
State House, Room 55
Boston, MA 02133
Tel. (617) 727-2816

CONTACT: Frederick Smith,
Director: Museum/Outreach

The Archives Division is responsible for the custody, preservation, and management of non-current state documents. The division supervises the operation of the museum which houses documents dating from the Colonial and Revolutionary War periods. The research room and museum are open on weekdays during regular working hours.

MASSACHUSETTS TAXPAYERS FOUNDATION (MTF)
One Federal Street
Boston, MA 02110
Tel. (617) 357-8500



CONTACT: Susan Stine, Senior Research Associate

Concerned with the interests of the taxpayer, the MTF researches governmental issues to aid citizens and public officials in decision-making. The Foundation publishes a variety of materials including research project results and biennial editions of the Legislative Directory. Interested individuals may request a listing of publications (most of which are free), or visit the Foundation's public library collection. Members receive a bimonthly MTF Legislative Bulletin which reports on current issues. Schools and organizations may schedule free speakers from MTF.

STATE BOOKSTORE
Office of the Secretary of State
State House, Room 116
Boston, MA 02133
Tel. (617) 727-2834



CONTACT: Ginny Mooney, Sales Section Head

Citizens, legislators, and professionals use the State Bookstore to obtain copies of recent government publications, legislation, and regulations. A referral network helps locate those publications which the Bookstore does not stock. A catalogue listing current publications is distributed to citizens, public libraries, and state and local officials. Those interested in receiving a copy pay only shipping charges. The Bookstore also conducts and participates in programs which inform citizens about state regulations, services, and publications.

STATE HOUSE TOURS DIVISION
Office of the Secretary of State
State House, Room 275
Boston, MA 02133
Tel. (617) 727-2814



CONTACT: Anita Smith, Director of Tours and Government Education

The Tours Division conducts free, guided tours of the State House for individuals and groups. It offers two types of tours: one focuses on the architectural, artistic, and historic features of the State House; the other provides an in-depth view of state government and the legislative process. The latter tour is available by reservation only. Tours take place

between 10:00 a.m. and 4:00 p.m., Monday through Friday. Pre-tour curriculum materials and educational publications are available free of charge. Write for a listing of publications. This office also utilizes college interns and welcomes volunteers.

HISTORY

AMERICAN JEWISH HISTORICAL SOCIETY (AJHS)
2 Thornton Road
Waltham, MA 02154
Tel. (617) 891-8110



CONTACT: Bernard Wax, Director

Currently the world's largest repository of information on Jewish life, ADHS's library and headquarters building contains over 62,000 books and pamphlets; over 4,000,000 manuscript records; as well as photographs, original artifacts, and portraits. Its Rutenberg and Everett Yiddish Film Library circulates original motion pictures, providing English subtitles and new soundtracks for restored films. AJHS also presents exhibits; publishes books, pamphlets, and the quarterly American Jewish History; and sponsors speakers, seminars, and meetings throughout the country.

BOSTON TEA PARTY SHIP AND MUSEUM
Congress Street Bridge
Boston, MA 02210
Tel. (617) 338-1773

CONTACT: Barbara Attianese, Director

Students, grades K - 12, experience the mood and events that lead to the Boston Tea Party and American Revolution when visiting this museum. An audio-visual drama, a diorama of eighteenth century Boston, and various artifacts, are part of the presentation. When aboard the ship, students view its restoration and discuss the effects of the Boston Tea Party, pre-Revolutionary Boston, and life at sea, with costumed tour guides. Teachers receive curriculum materials for classroom follow-ups at the time of the visit. Student materials are available upon request. Museum staff also provide information on colonial, revolutionary, and maritime history. Groups may combine a tour with a visit to the nearby New England Aquarium at discount rates.

BROOKLINE-CAMBRIDGE DISSEMINATION CENTER
Brookline High School
115 Greenough Street
Brookline, MA 02146
Tel. (617) 734-1111 ext. 255

CONTACT: Thomas Ladenburg, Coordinator

Teachers and professors in Boston, Brookline, and Cambridge have designed classroom materials and methods to stimulate principled and comprehensive thinking in their students. In-depth workshops for teachers, counselors, and administrators on all academic levels provide participants with the skills and knowledge to present historical events from various ethical and developmental perspectives. Moral dilemma units allow students to examine situations such as the American Revolution, big business, and American foreign policy from the perspective of historians and social scientists. Games and simulations play a major role in these units which are self-contained and accompanied by a teacher's manual. Sample packets and special papers are also available for purchase.

ESSEX INSTITUTE
132 Essex Street
Salem, MA 01970
Tel. (617) 744-3390



CONTACT: David Goss, Coordinator of Education

Essex Institute's Education Department provides guided tours, topical programs, films, and curriculum materials on New England art, architecture, and history for students and teachers, grades K - 12. Special "outreach" programs are also presented at local schools. As part of the Salem Cultural Resource Center, the Institute arranges day visits to various historic sites in Salem for school groups. Workshops for teachers on subjects such as "Using Oral History in the Classroom" are available for a small fee. Audio-visual and print materials, museum presentations, and traveling exhibits are available to school groups, teachers, and educational institutions at no charge, except for postage, handling, and insurance fees. Teachers may request free quarterly newsletters and a descriptive brochure of the Institute's offerings.

THE HARVARD SEMITIC MUSEUM
6 Divinity Avenue
Cambridge, MA 02138
Tel. (617) 495-4631



CONTACT: Linda Christian Herot, Administrative Assistant to the Curator

This archaeological and historic research museum opens its collections to the public for the first time this year. The staff welcome inquiries from schools and adults about tours of their permanent and rotating exhibits. They also work with teachers on specific activities. Special arrangements can be made for handicapped individuals.

HERITAGE PLANTATION OF SANDWICH
Grove Street, Box 566
Sandwich, MA 02563
Tel. (617) 888-3300

CONTACT: Nancy E. Tyrer

A museum of Americana, Heritage Plantation offers varied indoor and outdoor experiences. The Plantation lies on seventy-six acres of grounds, flower beds, and nature trails. Indoor displays exhibit permanent collections. A display of restored antique automobiles is accompanied by a small theatre which replays silent movie episodes. The Military Museum houses firearm, flag, and miniatures collections. Another series of exhibits, highlighting the creative skill of American craftsmen, includes a restored and working carousel, rare and common hand tools, folk arts, and Currier and Ives lithographs. Several changing exhibits are also presented each year covering American history, anthropology, fine arts, and crafts. Guided tours offer student group rates. Outreach educational programs include lessons taught by staff members in individual classrooms, covering such topics as scrimshaw, tools, Currier and Ives, and "What Is A Museum?"

JOHN WOODMAN HIGGINS ARMORY
100 Barber Avenue
Worcester, MA 01606
Tel. (617) 853-6015



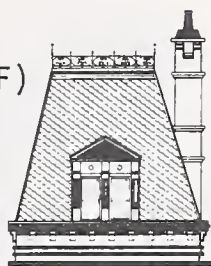
CONTACT: Erveen C. Lundberg, Librarian

This museum exhibits antique arms, armor, and medieval art. The curatorial staff will speak or conduct workshops on arms, armor, and history. A library holds two thousand volumes, manuscripts, and periodicals about archaeology, heraldry, metal craftsmanship, stained glass, and military history. The library is open to the public for research during museum hours. Groups may view an educational audio-visual program upon request. Museum membership includes a subscription to their newsletter.

HISTORIC NEIGHBORHOODS FOUNDATION (HNF)

112 Water Street
Boston, MA 02109
Tel. (617) 523-1860

CONTACT: Maria Von Der Ahe



The Historic Neighborhoods Foundation dedicates its energy to the appreciation and preservation of Boston's neighborhoods and architecture. Persons six years through adult meet the city through spring and summer walking tours such as "A Kid's View of the Waterfront," "Back Bay Tour" and the "Great Fire of 1872." Tours, in conjunction with the John F. Kennedy Library are scheduled for spring 1980. The Foundation plans to develop a complete curriculum unit, grades 5 - 10, for its North End Program by fall 1979 or spring 1980. Older residents will participate as aides presenting in-school demonstrations or hosting neighborhood visits. Teacher training in urban environmental programs is scheduled for January 1980. Their newsletter prints articles on historic preservation, architecture, and urban design, as well as book reviews, and tour and program schedules.

HISTORICAL AND URBAN ENVIRONMENTAL STUDIES PROGRAM (HUES)

Boston National Historical Park
Charlestown, MA 02129
Tel. (617) 242-3135

CONTACT: Ellen Fineberg, Coordinator

Located in the Charlestown Navy Yard, the HUES program uses Boston as a laboratory for teaching grades 4 - 12 about the city. Activities, devised by staff and participating teachers or youth group leaders, focus on one of the

following themes: Exploring a Neighborhood; Charlestown or the North End; Johnny Tremain's Boston; Downtown Spaces; and Boston's Waterfront. Participants develop skills in map reading, data collecting, observation, and oral and written communication skills. Wrap up sessions encourage students to synthesize, analyze, and interpret newly acquired information. Materials and activities, available for use before and after visits, add continuity. Staff encourage teacher workshops prior to a HUES experience. Programs are free and open to schools outside of the Boston area.

HOUSE OF SEVEN GABLES

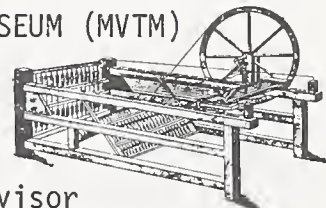
54 Turner Street
Salem, MA 01970
Tel. (617) 744-0991

CONTACT: Edward M. Stevenson, Executive Director

Made famous by author Nathaniel Hawthorne, the House of Seven Gables is an architectural and historic site. Teachers, grades 3 - 12, planning a school visit receive a free pre-visit kit containing background information on the house, Hawthorne's association with it, projects, and follow-up activities. Prior to a guided tour, school groups view a free audio-visual program. Fees vary according to age group.

MERRIMACK VALLEY TEXTILE MUSEUM (MVTM)

800 Massachusetts Avenue
North Andover, MA 01845
Tel. (617) 686-0191



CONTACT: Paul Hudon, Supervisor
of Educational Services

The Museum presents the history of America's textile industry through its collection of machines, tools, artifacts, documents, pictures, and woven textiles. Education Department staff help educators, grades 4 - 12, plan informative and entertaining classroom programs which meet specific curriculum needs. They also conduct gallery tours where students watch equipment operate and see technology develop. Mature special interest groups may arrange tours of artifact and textile collections which are not in the permanent exhibit. Groups should confirm tours two weeks prior to their visit. Instructors may borrow

slide tapes, teacher guides, sound films, and other items to illustrate aspects of industrialization in America. Write for a brochure describing resources of interest to educators.

MINUTE MAN NATIONAL HISTORICAL PARK
P. O. Box 160
Concord, MA 01742
Tel. (617) 369-6993

CONTACT: Robert Grau



Touch the past through a variety of free programs open to scheduled groups of six to fifteen participants (larger groups can be divided), third grade and above. Activities such as role playing colonial town meetings, and making musketball cartridges and herb poultices give grades three and four a taste of colonial times. Upper grades through adult visitors formulate an image of life in 1775 as they learn the trade and barter system; write with a quill pen; participate in archaeological research; and explore wills, inventories, maps, and pictures. The museum makes environmental and historical films and a number of classroom resource kits available on a free loan basis. These kits and guides are currently offered: Archaeology Kit, Community History Kits, Minute Man's Haversack, British Soldier's Knapsack, and Great-Grandmother's Trunk. Educators may also ask about special training workshops.

MUSEUM OF OUR NATIONAL HERITAGE
33 Marrett Road
Lexington, MA 02173
Tel. (617) 861-6559

CONTACT: Marlene Gray,
Director of Public Relations

This museum and library of American history features exhibits on America's growth and development from its founding to the present. Education programs began in 1979 and provide the services of an education coordinator, free learning activity sheets, and teacher workshops. Teachers and organizations receive a free bi-monthly calendar of events and exhibits upon request. The library's collection on American history and art, periodicals, art magazines, and antique publications does not circulate, but

may be used in the reading room. Admission is free.

NEW ENGLAND HISTORIC SEAPORT, INC.
99 High Street
Boston, MA 02110
Tel. (617) 482-1976

CONTACT: Irene Burnham

Anticipated federal funding will enable the New England Historic Seaport, Inc. to initiate several educational programs for grades 5 - 12 beginning in the fall of 1980. The Seaport will compile and distribute free instructional materials such as slide packets, classroom activities, and suggested reading lists. Films, available on a free loan basis, will document Operation Sail 1980 and Boston's maritime heritage. Graduate student interns will accept speaking engagements within a two-hour drive of Boston. New England Historic Seaport, Inc. currently releases a monthly newsletter. Interested individuals receive a free copy to review before subscription.

OLD STURBRIDGE VILLAGE (OSV)
Sturbridge, MA 01566
Tel. (617) 347-3362



CONTACT: Alberta P. Sebolt,
Director of Museum Education

Old Sturbridge Village represents a rural New England community at the time our nation emerged between 1790 and 1840. Some forty homes, shops, mills, and buildings from throughout New England furnished with artifacts and staffed by historically dressed interpreters, accurately recreate a living village and countryside in the years following the Revolution. The Museum Education Department arranges field study programs for students of all ages and grade levels. Hands-on activities in eight areas such as textile, printing, decorative arts, and farm tools, offered at the Village's Education Center, extend a field trip experience. The staff conduct curriculum training and special focus workshops throughout the year, and accepts consultations. A Catalog of Teaching Materials lists resources such as background papers, resource packets, supplementary media, books, and reproduction artifacts to use in the classroom.

THE PEABODY MUSEUM OF SALEM
Education Department
East India Square
Salem, MA 01970
Tel. (617) 745-1876

CONTACT: Sarah F. Robbins,
Director of Education

The Education Department of the Museum familiarizes the public with its collections through structured classes (K - 12), teacher workshops, field trips, special lectures, adult courses, gallery talks, school assemblies, and children's clubs. Programs complement social studies, language arts, mathematics, arts, and science curricula. Workshops train teachers to integrate the Museum's offerings into lesson plans. Staff visit schools with slide and film presentations accompanied by museum artifact displays. A library provides college students and adults with research materials, while younger students may request their Kids' Calendar. The Museum and Education Department are equipped to serve the handicapped.

SALEM MARITIME NATIONAL HISTORIC SITE (SaMa)
Custom House
Derby Street
Salem, MA 01970
Tel. (617) 744-4323 or 745-0236

CONTACT: Genevieve R. K. Riley,
Chief Interpreter

This historic site offers adults, school groups in grades four and up, and the public free programs that depict American maritime history. The Seaport Jobs program, a directed walk around Salem's wharves and buildings, allows participants to explore where auctioneers, measurers, sailmakers, and others performed their jobs. Groups should make advance reservations and request pre-arrival material. Staff conduct free workshops about Site resources.



VOICES
Greater Boston Regional Education Center
Massachusetts Department of Education
54 Rindge Avenue Extension
Cambridge, MA 02140
Tel. (617) 547-7472

CONTACT: Ellen Sarkisian,
Barbara Perry,
Barbara Meyer



Funded under the Ethnic Heritage Act (ESEA, Title IX), VOICES uses oral history as a means of exploring one's own ethnicity, the ethnicity of others, and the reality of living in a culturally pluralistic society. Recording and writing these stories open communication between generations and provides a different context for teaching basic skills in social studies and language arts. Staff consultations help initiate oral history projects or add components to an on-going project. VOICES also presents special on-site workshops or courses designed to fit the resources and goals of a school system, community group, or project.

WENHAM HISTORICAL ASSOCIATION AND MUSEUM, INC.
(WHAM)
132 Main Street
Wenham, MA 01984
Tel. (617) 468-2377

Groups may tour or schedule educational programs through the Wenham Historical Association and Museum, Inc. A hands-on Colonial Household program involves third through eighth graders in chores such as making butter and grinding corn, followed by a tour of a furnished seventeenth century house. Grades four and up learn about producing cloth from the spinning of a single thread to dyeing at a Spinning and Weaving program. Slide shows supplement these two-hour programs. The Museum displays costumes, kitchen utensils, dolls, toys, miniatures, and changing exhibits. A reference library on antiques, local history, herbs, genealogy, and colonial living is open to the public during Museum hours. Other programs scheduled throughout the year invite the public and are free to members.

SPECIAL EDUCATION

WORCESTER HERITAGE PRESERVATION SOCIETY (WHPS)
321 Main Street
Worcester, MA 01608
Tel. (617) 754-8760

CONTACT: Janet McCorison

Primarily concerned with the rehabilitation of older dwellings and office buildings in Worcester, the Society sponsors walking and motor historical tours; maintains architectural and historical records; provides information and referrals; publishes a newsletter; and arranges speakers, seminars, and workshops.

WORCESTER HISTORICAL MUSEUM
39 Salisbury Street
Worcester, MA 01608
Tel. (617) 753-8278

CONTACT: William D. Wallace, Director
Mary H. Reynolds, Tour Coordinator

Formerly known as the Worcester Historical Society, the Museum focuses on Worcester's history. Their Education Department conducts tours of exhibits and provides related material for teachers and students. Teachers may utilize a reference library and graphics collection of photographs, maps, and broadsides. Educational programs are designed primarily for grades 3 - 6, but material can be adapted for all grade levels.



ADAPTIVE ENVIRONMENTS

Design and Construction of Settings for People with Handicaps

Massachusetts College of Art
26 Overland Street
Boston, MA 02215
Tel. (617) 266-2666



CONTACT: Katie Ahern, Researcher/Supervisor

The Adaptive Environments Center retrains personnel serving children with special needs into new roles as teacher-designer, clinician-designer, and parent-designer. This is partly in response to Section 504 of the Rehabilitation Act which mandates reducing limitations imposed on those with severe handicaps and increasing opportunities for independence and mobility. Instruction can lead to incorporating environmental planning into individualized educational programs. Open to anyone concerned with improving services and facilities, their library includes information on building codes, materials, toys, equipment, and play areas. Staff provide design consultation and help locate references. A workshop facility offers free technical assistance in the design and implementation of environmental changes and hand and power tool instruction.

BOSTON AID TO THE BLIND, INC. (BAB)
1980 Centre Street
West Roxbury, MA 02161
Tel. (617) 323-5111

CONTACT: Robert E. Segal,
Executive Director

This is the only agency in New England devoting all its efforts to providing educational, social, and recreational programs for the elderly blind in the Greater Boston area. Counselors assist with housing, budgetary, health, and shopping problems. Their staff will help organize and participate in seminars.



THE CENTER FOR ALTERNATIVE EDUCATION (CAE)
650 Beacon Street
Boston, MA 02215
Tel. (617) 261-3313

CONTACT: Robert Whiles

CAE is a 766 accredited school designed to help students fifteen to twenty-one years of age with special needs unmet by conventional school settings. These students have been unable to function in traditional settings, often carrying prolonged records with authorities. CAE provides therapy, develops new school curricula, and offers in-service training and consultation to educational and mental health professionals.

COMMUNITY MUSIC CENTER OF BOSTON
48 Warren Avenue, 2nd Floor
Boston, MA 02116
Tel. (617) 482-7494



CONTACT: Lee Rachel Segal, RMT
Director of Music Therapy

The Community Music Center provides recreational, educational, and therapeutic music opportunities for those with special needs of all ages. Music therapy can improve motor coordination, develop sequencing and language skills, and enable individuals to function more effectively. Consultants, educational presentations, and workshops are available for parents, teachers, clinicians, and administrators. Private and group sessions are offered at the center and other facilities in the Greater Boston area. Located on the second floor, individuals attending the center must be able to climb stairs. A quarterly newsletter is available free of charge.

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS (FCSN)
120 Boylston Street
Boston, MA 02116
Tel. (617) 482-2915

CONTACT Martha Ziegler, Executive Director

Organized as a coalition of parent groups representing children with a variety of disabilities, the federation offers services to parents, parent groups, and those concerned with children with special needs. The staff lists information and

agency referral, advocacy on behalf of children, parent training, and a speakers' bureau among its services. Interested individuals may use their resource library of legislative information, research references, information on various disabilities, available services and programs, and a selection of free brochures, booklets, newsletters, and fact sheets. A unique understanding of exceptional children arises from the fact that all staff members are themselves parents of children with special needs.

Western branch office:

42 Arnold Street
Westfield, MA 01085
Tel. (413) 562-5678

THE INSTITUTE FOR FAMILY AND LIFE LEARNING
78 Liberty Street
Danvers, MA 01923
Tel. (617) 774-6880

The Institute for Family and Life Learning provides individuals, families, and couples with a variety of mental health and special educational services. Clinical services include: family, marital, individual, and group therapy. Day and residential schools provide therapeutic academic environments for students having difficulty functioning in public school settings. At Camp Daybreak, youths aged eight to fourteen build self-esteem and greater awareness of people, places, and things. The medically based Nutrition Evaluation Program introduces nutrition into the treatment of clients with physical, emotional, or behavioral disorders. Fees vary according to services. Also located at 73 Union Street, Newton, MA 02159, tel. (617) 965-1322.

INSTRUCTIONAL MATERIALS CENTER FOR PARENTS OF
CHILDREN WITH SPECIAL NEEDS
Medford Public Library
111 High Street
Medford, MA 02155
Tel. (617) 395-7950



CONTACT: Paula M. Potter,
Coordinator

Parents of children with special needs throughout New England and special educators in Medford have access to this collection of instructional

materials and audio-visual aids on a loan basis. The center also offers consultation services to parents. Two special education teachers work twelve hours a week advising parents regarding materials, day to day care, long range planning, and methods of meeting their child's specific needs. Other services include: films, guest speakers, demonstration of materials, and referral to local organizations.

THE LEARNING CENTER FOR DEAF CHILDREN
848 Central Street
Framingham, MA 01701
Tel. (617) 879-5110

CONTACT: Warren A. Schwab, Director



The Learning Center offers audiologic exams, a full service speech and hearing clinic, and education to the hearing impaired, from birth to twenty-one years. Seminar and workshop programs deal with topics on total communication, mainstreaming, and general information related to deafness.

MASSACHUSETTS ADOPTION RESOURCE EXCHANGE (MARE)
600 Washington Street
Boston, MA 02111
Tel. (617) 727-6180

CONTACT: Community Organizer

Serving potential adoptive parents of older, racial minority, and exceptional children, and children themselves awaiting adoption, the Exchange acts as a referral and information center, and a listing and recruitment service. In cooperation with adoption agencies and interest groups, MARE conducts community information meetings to better acquaint people with the adoption process. Publications include free adoption information literature, bibliographies, and a quarterly newsletter. Staff compile a list of adoption agencies throughout Massachusetts and make telephone referrals to other adoption-oriented services.

MASSACHUSETTS ASSOCIATION FOR ADVANCEMENT OF
INDIVIDUAL POTENTIAL, INC. (MA/AIP)

Box 65
Milton Village, MA 02187
Tel. (617) 893-1531

CONTACT: Betsy Buchbinder, Chairperson,
Board of Directors

Concerned parents, counselors, and educators work to encourage and institute educational programs beyond those regularly provided to gifted and talented children. A quarterly newsletter contains local, state, and national news items; and workshop, course, and conference specifics. A group of professionals serve as resources for those seeking information about the gifted, identification procedures, differentiated curriculum, program development, and in-service training. A resource directory and bibliography of publications may be obtained through their Informational Services Bureau.

MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH
LEARNING DISABILITIES, INC. (Mass. ACLD)
11 River Street
Wellesley, MA 02181
Tel. (617) 235-9370 or 235-9371



CONTACT: Trish Remington, Administrator

Varied services focus upon learning disabled persons and those who live and work with them. Members have access to a lending library and receive a newsletter with a circulation of 15,000 throughout the United States. Their bookstore displays a large collection of books, articles, and publications on learning disabilities and special needs. Four free mobile libraries, containing items of interest to teachers, parents, and administrators, travel to public libraries and school systems throughout the state. A program and speakers' bureau makes presentations to school committees, and, civic and professional organizations. Contact the Wellesley office for free literature or referral to a local chapter.

MASSACHUSETTS ASSOCIATION FOR RETARDED
CITIZENS, INC. (MARC)
381 Elliot Street
Newton Upper Falls, MA 02164
Tel. (617) 965-5320

CONTACT: Sharon Moriearty

Formerly the Massachusetts Association for Retarded Children, this volunteer organization is an advocate for mentally retarded citizens representing their interests to state officials and agencies, promoting legislation, and seeking legal remedies. Youth MARC, whose members range in age from thirteen to twenty-five years, participates in such community activities as lead paint poisoning prevention campaigns, tutorial programs, and fundraising. MARC also hopes to prevent retardation by educating young people, parents, and medical personnel. A Legal Rights Handbook instructs parents and professionals on the rights of mentally retarded people. Others may find the handbook on guardianship helpful. Staff make their collection of books, pamphlets (some in Spanish), borrowable films, and speakers' bureau available as public resources. Other educational programs, conducted through twenty-six statewide chapters, encourage public participation.

MASSACHUSETTS ASSOCIATION OF 766 APPROVED
PRIVATE SCHOOLS (M.A.A.P.S.)
2 Winthrop Street
Danvers, MA 01923
Tel. (617) 774-1013

CONTACT: Henry Clark, Secretary

766

The Association conducts in-service training programs on rate setting and regulation review for its membership of schools providing special education services. Additional resources include a hotline, job bank, and directory. Members receive ad hoc publications and tri-annual newsletters free of charge.



MASSACHUSETTS CHILD SEARCH
Massachusetts Department of Education
Division of Special Education
31 St. James Avenue, Room 650
Boston, MA 02116
Tel. (617) 727-5440 or
1-800-882-1424 (24 hours a day)



CONTACT: Meredith F. Richardson

This public service locates students with special needs, aged three to twenty-one, throughout the state, who are currently not being served. Child Search staff, listed below by region, conduct workshops on parents' rights and responsibilities, and speak on Child Search/Child Find activities. Pamphlets, available in English, Spanish, and Portuguese, are distributed free of charge through these Regional Education Centers:

Central Massachusetts Regional Education Center
West Boylston, MA 01583
Tel. (617) 835-6267
Contact: Adrienne Margules,
Information Specialist

Greater Boston Regional Education Center
Cambridge, MA 02140
Tel. (617) 547-7472
Contact: Arlene Dale

Northeast Regional Center
North Reading, MA 01864
Tel. (617) 664-5723
Contact: Darlene DeBiase

Pittsfield Regional Education Center
Pittsfield, MA 01201
Tel. (413) 499-0745
Contact: Frank Dufresne

Southeast Regional Education Center
Middleboro, MA 02346
Tel. (617) 947-3240
Contact: Richard Frigault

Springfield Regional Education Center
Springfield, MA 01105
Tel. (413) 739-7271
Contact: Patricia Cote

Note: See inside back cover for complete address.

MASSACHUSETTS EASTER SEAL SOCIETY
37 Harvard Street
Worcester, MA 01608
Tel. (617) 757-2756



CONTACT: Mary Ann Barbee

The Society provides therapy, recreation, and advocacy for physically disabled children and adults. An architectural barriers program surveys individual sites on a fee basis. The Society has information on barrier-free sites statewide and provides information/referral on topics related to physical disabilities. A quarterly newsletter and descriptive pamphlet on the Easter Seal Society are free to the public. Speaker and workshop fees vary depending on specific arrangements.

Regional offices are located at:

2 Railroad Street
Andover, MA 01810
Tel. (617) 475-1477

Statler Office Building
20 Providence Street
Boston, MA 02116
Tel. (617) 482-3370

227 Union Street
New Bedford, MA 02740
Tel. (617) 996-0712

380 Union Street
West Springfield, MA 01089
Tel. (413) 734-6434

MEDIA RESOURCE CENTER (M.R.C.)
Walter E. Fernald State School
Schoolhouse, Box 158
Belmont, MA 02178
Tel. (617) 891-7178



CONTACT: Harriet Klebanoff, Director

This training, resource, and technical assistance center, sponsored by the Massachusetts Department of Mental Health, Division of Mental Retardation, serves families and individuals working with persons with special needs. A media production unit designs and produces materials for training, curriculum development, parents, and the general public. Their resource library makes available audio-

visual materials, catalogues, books, and pamphlets. A monthly newsletter lists recent acquisitions. The Instructional Materials Workshop, a center with materials, tools, and a designer, assists in adapting environments and equipment for individuals with special needs. Staff will also coordinate in-service training.

MUSCULAR DYSTROPHY ASSOCIATION (MDA)
391 Totten Pond Road
Waltham, MA 02154
Tel. (617) 890-0300

CONTACT: Marsha Lamson, District Director

MDA educates the public about various muscular diseases, particularly muscular dystrophy. Information is disseminated by speakers, an annual conference, newsletters, and referral services. Resource pamphlets on MDA and organizations offering relevant services can be obtained at this office.

NATIONAL BRAILLE PRESS, INC. (N.B.P.)
88 St. Stephen Street
Boston, MA 02115
Tel. (617) 266-6160

CONTACT: William M. Raeder, Managing Director

NBP serves the communication needs of the blind and visually handicapped by the publication, reproduction, and transcription of materials in Braille. In doing so, staff work with Braille readers, publishers, libraries, and agencies at all educational levels. Monthly publications and occasional newsletters are available free of charge.

PROJECT H.E.L.O. (Help for Exceptional Little Ones)
Cambridge Family and Children's Service
99 Bishop Allen Drive
Cambridge, MA 02139
Tel. (617) 876-4070



A home-based preventive care program for children under seven years of age, Project H.E.L.O. employs and trains paraprofessional

child care aides. Aides foster optimal development of each child with special needs by setting up routines, providing play and socialization experiences, maintaining school or therapy programs, or accompanying the child to clinics or classes. Such assistance relieves the family while allowing the child to live at home. Populations served include emotionally disturbed, retarded or developmentally delayed children, and those with severe behavior problems. Bilingual workers help Spanish-speaking families. Whenever possible, families pay for services.

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Contact the staff members listed below for more information
about the Resources for Schools series or the Massachusetts
Dissemination Project:

Adrienne Margules
CENTRAL MASSACHUSETTS REGIONAL EDUCATION CENTER
Beaman Street, Route 140
West Boylston, MA 01583
Tel. (617) 835-6267

GREATER BOSTON REGIONAL EDUCATION CENTER
54 Rindge Avenue Extension
Cambridge, MA 02140
Tel. (617) 547-7472

Maria Grasso
NORTHEAST REGIONAL EDUCATION CENTER
219 North Street
North Reading, MA 01864
Tel. (617) 664-6143

Don Geer
PITTSFIELD REGIONAL EDUCATION CENTER
188 South Street
Pittsfield, MA 01201
Tel. (413) 499-0745

Paul Francis
SOUTHEAST REGIONAL EDUCATION CENTER
Mailing Address:
P.O. Box 29
Middleboro, MA 02346
Location:
Lakeville State Hospital
Route 105
Lakeville, MA 02346
Tel. (617) 947-3240

Jeannette Harris
SPRINGFIELD REGIONAL EDUCATION CENTER
155 Maple Street
Springfield, MA 01105
Tel. (413) 739-7271

or

Massachusetts Dissemination Project
Massachusetts Department of Education
31 St. James Avenue, Room 614
Boston, MA 02116
Tel. (617) 727-5761

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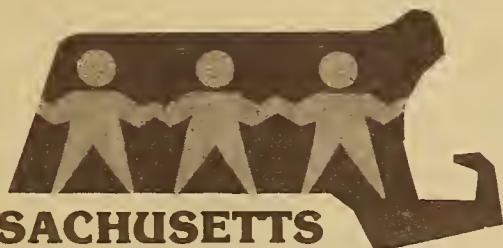
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DEPARTMENT
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17. A HANDBOOK FOR PLANNING AND
ORGANIZING ADVISORY COUNCILS FOR
SPECIAL EDUCATION



MASSACHUSETTS
DISSEMINATION
PROJECT

FALL 1980

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A HANDBOOK FOR PLANNING AND ORGANIZING ADVISORY COUNCILS FOR SPECIAL EDUCATION

PREPARED BY

PARENT TRAINING GROUP
SPECIAL EDUCATION MANPOWER PROJECT

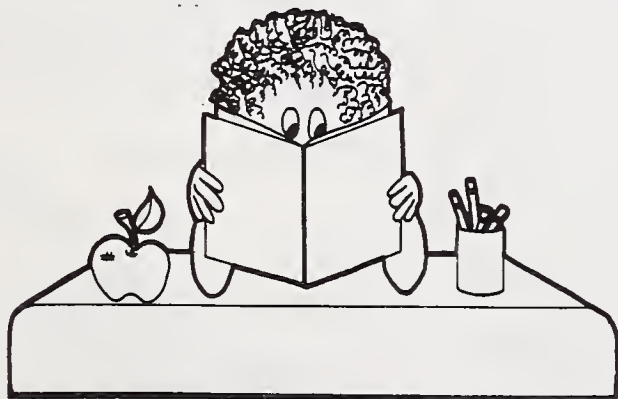
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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resources and materials for school programs and services;
- to assist the Department of Education and its six regional education centers in increasing and improving information services; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. The development of this series, as its name suggests, is one way the project is helping make these connections

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INTRODUCTION

Today, parents can affect educational decision making and programming on many levels. Both state and federal special education laws require parent participation, not only in the development of the Individualized Education Plan (IEP), but also at regional and state levels through membership on regional advisory councils and the State Advisory Commission. In addition, the state Department of Education strongly encourages the development of local advisory councils for special education to insure parent participation at the local level.

Parent involvement in special education has many forms. Recent local advisory council activities include:

- Somerville sponsored a series of films and group discussions for parents.
- Westfield instituted a community living skills course for mildly retarded high school students and prepared a 766 manual for parents which was published by the school department.
- Brookline organized a literature exhibit, films, speakers, and activities for and about children with special needs as part of the town's celebration of National Library Week.
- Medford prepared a parent resource booklet and established a "parent support line" that includes a tape-recorded message about the 766 evaluation process.
- Newton organized a network of 766 "resource parents" in the schools and assisted in the development of a handbook about local special education services and procedures for parents.

These are but a few of the activities in which advisory councils for special education, Title I, and other education programs are now engaged.

This booklet is designed to help parents plan, organize, and manage advisory councils for these programs. SECTION I summarizes the roles and responsibilities of various advisory councils for special education. SECTION II suggests some ways to organize a council. SECTION III discusses a variety of council activities and functions. SECTION IV discusses ways to plan and manage council activities and strengthen leadership. SECTION V offers a variety of resources and information for organizing or enriching an existing council. Although this booklet was

compiled by and for special education parents and practitioners, the information and materials are appropriate for all parent advisory groups.

This handbook was developed by members of the Special Education Manpower Project's Parent Training Group to assist parents and professionals in developing and maintaining local advisory councils for special education. The Division of Special Education seeks to encourage development of local councils as part of its public outreach efforts.

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SECTION I

ADVISORY COUNCILS IN EDUCATION

Advisory councils provide an excellent opportunity for parents to participate in planning, implementing, and assessing education programs on the local, regional, and state levels. Local Title I councils and state and regional special education councils are all mandated by current education laws. Local community-based special education advisory groups are not specifically mandated by state or federal laws but the growing number of these groups is a testament to increased parent involvement in these programs. The following pages present capsulized descriptions of the various types of advisory groups for special education.

TYPES

Local Advisory Councils

Special education advisory councils are an ideal way of meeting the parental involvement requirement in the development of each school district's annual special education plan (P.L. 94-142, Reg. 121 a. 226). By discouraging the labeling of children according to particular disabilities, Chapter 766 encourages the formation of groups that cross all special education areas. There is still a great need for larger, state-wide groups to address issues related to a particular disability. However, local advisory councils for special education provide an important service by developing community support for families of disabled children.

Because there is no specific mandate for local advisory councils and because each group reflects the needs of a particular community, the structure and rules of existing councils vary considerably. Some councils are composed exclusively of parents of children with special needs (usually referred to as parent advisory councils or PACs), while others include interested community members and school personnel (often referred to as community advisory councils or CACs). Council roles include offering information, support, and training to parents on the content and direction of special education in the community.

Regional Advisory Councils

There is a regional advisory council (RAC) for each of the six education regions in Massachusetts, mandated by Chapter 15, section 1P, of Chapter 766. Each RAC has at least sixteen members of which at least half must be parents of children enrolled in special education programs.

A RAC advises one of the Department of Education's regional education centers about all aspects of special education programs within the region. Responsibilities include the development and submission of an annual report to the State Advisory Commission on the quality and adequacy of all special education programs within the region and hearing complaints and suggestions of persons interested in special education in the region. RAC members are appointed for a three-year term by the state Board of Education. Nominees for RAC membership are recommended to the board by the regional education center in consultation with the RAC.

State Advisory Commission

Each RAC elects two members, at least one of whom must be a parent of a child receiving special education, for membership on the State Advisory Commission (SAC). The duties of the SAC include, but are not limited to, advising the Department of Education on special education needs in Massachusetts and hearing parent appeals and decisions rendered by the Bureau of Special Education Appeals hearing officers. The SAC also submits an annual report to the Department of Education which includes a summary of the information submitted by the RACs and a statement of recommended changes in special education in the state.

ROLES

A clear understanding of the roles, responsibilities, and functions of group members and the group itself contributes to the success of any small group or advisory council. What follows are some suggestions about these important issues which are applicable to all advisory groups.

An advisory council for special education, be it local, regional, or state level, is a formally organized group of parents and professionals committed to the best possible services for children with special needs. Their emphasis is improving cooperation and communication between parents and professionals for the benefit of children in special education programs. Specifically, the council must actively advocate for children with special needs; advise the special education administrator, school department, school committee, parents of children with special needs, and the community-at-large about issues affecting special education programs; and support school staff in their efforts to improve special education services.

Advisory groups of any type sometimes deteriorate and become "advisory" in name only. By recognizing their authority and potential for influencing program development and operations, advisory groups can be engaged in a variety of significant school activities that do make a difference.

AUTHORITY AND INFLUENCE

Although local advisory councils for special education do not possess formal authority to make decisions regarding local programs, they can exert a great deal of influence on many decisions. The council's amount of influence is often related to the degree to which the school committee, superintendent, or special education administrator acknowledge the legitimate responsibilities and activities of the council. Although advisory councils do not have the powers of school boards or committees, they do have the authority over their own activities, and responsibility for advocating and advising around special education issues and concerns. Well-planned activities that address needs identified by the council are one way of gaining visibility and increasing the council's influence. Typical activities include:

- supporting school staff in developing or improving special education services;
- supporting the special education budget at school committee meetings;
- developing and distributing flyers, booklets, newsletters, and brochures (many low or no-cost publications are available from state or federal agencies);
- sponsoring an open house to promote information-sharing among parents, practitioners, and the community-at-large;
- addressing groups such as PTAs or civic associations to inform the community about special education concerns (be sure to talk about successes as well as problems);
- providing training and support for parents of children with special needs;
- surveying community needs and resources; and
- serving as a sounding board for parent and professional concerns related to special education.

These activities are not only useful of and by themselves but will increase the council's credibility and influence in the community. Publicizing these efforts through the local press will give them and the council added importance.

SECTION II

ORGANIZING AN ADVISORY COUNCIL

Being knowledgeable about the roles, responsibilities, and activities of a council is only one part of the formula for an effective advisory group. Knowing how to organize the group and keep it operating requires the skill and sustained effort of the chairperson. In spite of their strength and longevity, most councils periodically need assistance with organizational details such as recruiting members, establishing bylaws and operating procedures, setting goals and objectives, and collaborating with other groups. These fundamental activities are important whether a group has been in existence for many years or is just starting.

RECRUITMENT AND LEADERSHIP

The strength of any organization is its membership. Each person comes to a group with a unique set of ideas, skills, interests, and experiences. Each person also has different expectations about the personal, social, or professional benefits to be derived from the organization.

Recruiting members requires considerable thought and discussion about the composition of the council and its activities. Ideally, a group should include a variety of interests and people--parents, parents of children with special needs, regular and special education staff, community representatives, civic and professional organizations, and human services professionals. Limiting membership to parents may reduce the group's impact or effectiveness. It is important to maintain a balanced membership that represents a variety of perspectives.

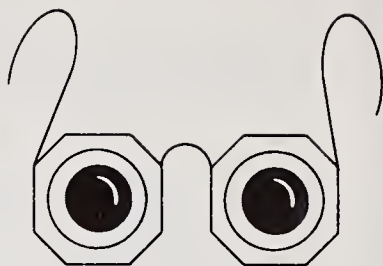
There are several types of advisory councils currently in operation. Each council reflects its relationship to the community. For example, the council may be:

- an ad hoc committee of the PTA,
- one or more sub-committees formed around specific issues, or
- appointed by the school committee or superintendent with the SPED director as chairperson.

The composition of its membership is another distinguishing characteristic of advisory councils. Examples include:

Model I

Parents
Educators
Human service agency representatives
Elderly
School committee persons
Merchants-businessmen



Model II

Parents of children with special needs only

Model III

50% Special education personnel
(1 each prototype)
25% Non-special education personnel
1 School committee member
1 Vocational teacher
1 Representative of school system

Whatever model is selected, the council should work with the school administration from the earliest stages of development to receive their endorsement and cooperation for the group's activities.

There are a number of ways to recruit members. With the administration's assistance, flyers can be sent home with each school-age child. The local newspaper, radio, or TV station might include a short announcement. (The Federal Communications Commission requires radio and television stations to contribute public service announcements, so this is a good way for stations to comply with this regulation.)

An orientation and training session for new members will accomplish several purposes such as acquainting new members with the goals and objectives of the organization and the school's special education programs; and sharing information about the talents, experiences, and interests of new and old members. Such an event is also a good opportunity to involve school personnel. Providing print information in a looseleaf notebook is a good way to begin a handy resource book for future reference.

BYLAWS

Every council or advisory group should have some basic bylaws. These are simply a set of rules, agreed upon by a majority, that specify how the organization will be run. Bylaws generally include the accepted rules about the purpose, structure, and operation of the organization, such as:

Article I - Name

Article II - Purpose or Objectives

Article III - Membership (terms and conditions
of membership)

Article IV - Officers (titles, duties, terms of
office)

Article V - Election Procedures

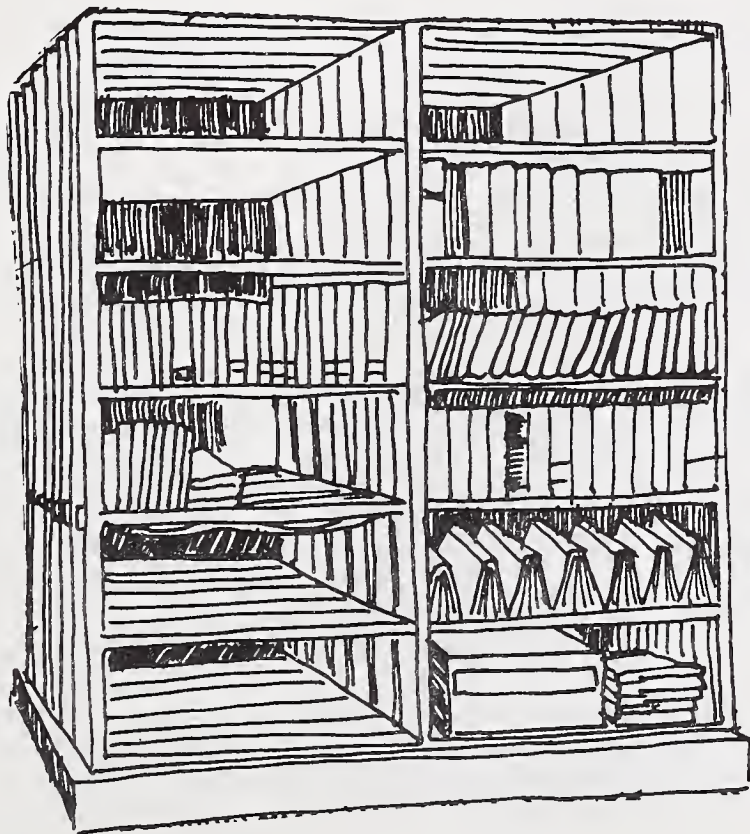
Article VI - Committees

Article VII - Meetings

Article VIII- Amendments to Bylaws

Article IX - Parliamentary Authority

Sections may be added or amended as the need arises. Many organizations find it useful to develop detailed guidelines on various aspects of the group's operations. Other groups prefer to keep bylaws brief and simple.



SECTION III

COUNCIL ACTIVITIES AND FUNCTIONS

Every group must plan and provide relevant, useful, and timely services and activities in order to sustain itself. Planning and program development activities must be constant although they are often hidden from public view. In order to plan activities and services, advisory groups need information about program and service needs, in addition to information about available financial, material, and human resources. Surveying parents and special educators is an excellent way to obtain this information. This section presents a variety of activities and functions advisory groups for special education should consider.

ASSESSING SPECIAL EDUCATION NEEDS

Special education needs may be defined as discrepancies between the current and desired status of programs affecting children, parents, and school staff. In general, a needs assessment is a process for:

- (1) obtaining facts and opinions which help to describe the problem,
- (2) finding out how the problem developed,
- (3) learning who is affected by the problem, and
- (4) locating the main source(s) of the problem which must be addressed by any plan to change the situation.

Needs assessments provide information essential for planning. Goals, objectives, and priorities must be developed on the basis of facts, not intuition. Action plans are effective or meaningful only to the extent that they incorporate accurate information about the community's goals, resources, and constraints. Needs assessment data should provide the community with a comprehensive view of the status of special education programs and concerns that will help parents and professionals improve programs for children with special needs.

A needs assessment may be formal or informal, and may be conducted annually or periodically. Formal assessments include written surveys, structured telephone or personal interviews, or structured meetings. Informal strategies include brainstorming sessions or discussions.

Selecting the appropriate needs assessment depends on:

- the type of information to be collected (or problem to be defined);
- the range of the groups to be involved in the needs assessment (entire community, community service agencies, school committee, parents, special education personnel, regular education personnel or others); and
- resources (time or manpower).

For example, it might be comparatively easy to survey all school committee members, but difficult to survey a large group. In any case, every council should develop an ongoing, informal method of identifying emerging concerns so they can be addressed before they escalate into major problems.

GOALS, OBJECTIVES, AND PRIORITIES

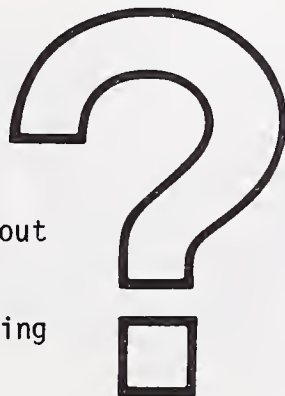
Often, an issue of immediate importance is the impetus for the formation of a group. However, both long and short-term goals should be included in the group's mission and purpose. A needs assessment, described in an earlier section, will provide data for formulating goal statements that describe the group's aims and intentions. Goals can be long or short-range, or continuing. Goals should not be so broad that they are unrealistic, or so idealistic that success is almost always out of reach. Goals must be attainable either in the long or short-term. Typical examples of long-term, continuing goals are:

- to provide information about the availability of special education programs to the community;
- to present parents' concerns about special education programs to the school department;
- to advise the director of special education about the planning, implementation, and evaluation of programs on a monthly basis;
- to review and discuss the annual special education budget prior to school committee approval;
- to improve cooperation and communication between the special education community and the school department.

Short-term goals and activities are important because their attainment gives members the incentive to continue working on the longer-term issues. Needs assessment data provides the group with areas for short-term activities.

Once goals are formulated, they should be prioritized. It is important to consider the resources, human or otherwise, needed to work on the issue. The group should establish criteria to determine the importance or priority order for action. Useful questions to consider are:

- How urgent is this issue?
- Will working on this issue strengthen or unite the group?
- Can the council really do something about the problem?
- Are council members interested in working on this issue?



Once these questions have been answered for all proposed goals and objectives, the council can develop action plans for each issue.

PLANNING

Systematic planning helps an advisory group or council effectively define and achieve its goals. In general, plans serve a variety of purposes including:

- Communication - to inform persons who are involved in or affected by a program or activity
- Coordination - to ensure that a program or activity proceeds from its initial steps to completion
- Support - to make sure that resources are available when needed
- Consensus-building - to guarantee that all persons involved in an activity understand and are aware of its objectives and goals, and are committed to its successful completion.

A planning process includes several basic steps that are applicable to both a comprehensive annual plan or any specific activity. A summary of this seven-step process follows.

1. Determine Goals and Priorities

Goals are statements of intent which proclaim the direction or expectations for a program or activity. Needs assessment data and subsequent problem definitions provide the basis for establishing goals. Needs assessments furnish information for establishing group goals and priorities. Other factors, such as problems or needs arising during the year, may also influence goal setting for a group.

It is a good idea to have a mix of short and long-range, and easy and difficult goals. Achieving a simple goal often motivates a group to tackle a more difficult one and can arouse interest and commitment. Members may have particular interests and strengths and some goals may be chosen to take advantage of these talents and enthusiasms. Every member should be actively involved in achieving at least one priority. Overall, goals should address a variety of special education interests such as elementary or secondary level students; or children with a variety of special needs and their parents, teachers, peers, or administrators.

The first step in determining goals and priorities is to compile a list of major concerns. Next, the concerns are translated into goal statements. Finally, the group prioritizes them according to group consensus. Generally, a group can generate a wide variety of possible activities but must be careful to select a limited number for immediate action in order to maximize the time and energy of its members. Developing a consensus on the priorities to be addressed by the group is essential to maintaining the commitment of group members. The planning process provides an excellent opportunity to satisfy individual and group interests.

2. Identify Resources and Constraints

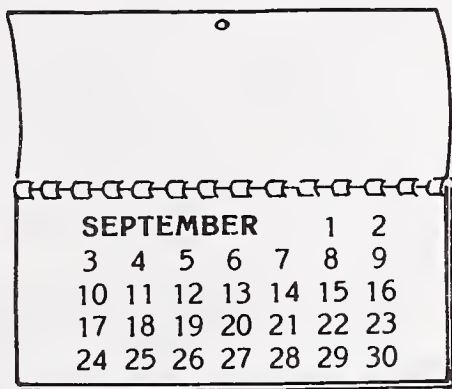
After goals and priorities have been determined, the next step in the process is to analyze the major resources and constraints related to each goal. A plan to achieve a particular goal should include strategies for building on or using available resources and counteracting negative constraints. An example of a positive force would be a highly supportive principal or teachers' group in a school. A negative force might be an attitude that regular education teachers spend a disproportionate amount of time with children with special needs.



The remaining steps in the planning process may be completed by a subcommittee or individual group members. In any case, responsibility for each goal should be clearly assigned to a subcommittee or an individual who can then complete the remaining steps in the planning process and report back to the entire group for approval of the final plan.

3. Specify Objectives

An objective is a statement of an intended result to be achieved within a certain time period. Objectives stem from goal statements and are developed by breaking them into workable segments. Each objective should be stated clearly and be written in simple, jargon-free English. In effect, objectives provide the framework for developing specific action plans. The following sample is not a complete action plan but provides some initial steps in the process.



Goal: to increase acceptance of children with special needs by nonexceptional peers

Objectives:

- a. Investigate alternative materials and programs for peer and teacher training by October 15th and present to the council.
- b. Obtain support from special education administrator, school committee and principals by November 7th.
- c. Arrange for training of peer and teacher trainers by November 30th.
- d. Meet with representative group of teachers from participating schools to review materials and programs by December 15th.

4. Generate Alternative Strategies

An objective may be accomplished in a number of different ways. Often people fall back on familiar ways of doing things rather than exploring new approaches. During this step in the process, creativity should be fostered in generating new strategies. Members should be encouraged to express their ideas through a positive and constructive atmosphere.

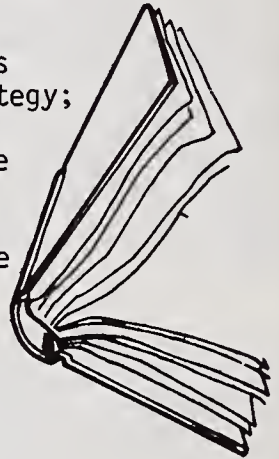
5. Select Preferred Strategy

Selection of the best method(s) should be based on a careful analysis of each alternative strategy. The group develops criteria for assessing each alternative such as the cost for implementation, time, resources, convenience, anticipated effectiveness, constraints, and feasibility.

6. Develop an Action Plan

The next step in the process is the development of an action plan for implementing selected strategies. The plan should be simple in format and content but must provide information about:

- a. the sequence of major activities necessary to implement the strategy;
- b. the specific persons responsible for completing each activity;
- c. the starting and completion date for each activity; and
- d. resources such as materials, facilities, funds, or people needed.



7. Evaluate Progress

An evaluation plan can insure that activities are on schedule. The type of evaluation used will depend on the simplicity or complexity of the action plan. A formative evaluation is a systematic but simple way to monitor ongoing activities so that weaknesses or problems can be spotted and corrected as they occur. A summative evaluation examines the completed activity to determine how successfully goals were achieved. Evaluation should be viewed as a way to generate useful information to refine or change plans, and as a way to gauge performance.

Overall, planning is an ongoing process. However, councils are advised to set aside a specific time each year to review and update goals and priorities.

COMMUNICATION

Advisory groups are a major communication link among all persons concerned with special education. However, without a systematic way of communicating with its membership, a group will become stagnant and inactive. There are many ways to keep ideas, information, and experiences flowing.

Internal communication policies are necessary to keep the group operating effectively. These include:

- Creating an open and supportive climate for generating creative ideas, constructive criticism, or problem solving. Individual members must feel that their ideas are welcome in order to maintain their commitment to a task. Structuring ways for people to interact on an informal basis will help members become better acquainted and feel comfortable with each other.
- Keeping minutes of all meetings, and maintaining a simple correspondence file. All members must have access to documents, reports, and meeting notes. Minutes of all advisory group meetings should be sent to all members and be available for the community-at-large. Minutes may also be shared with school staff and school committee members to maintain good communication and credibility.
- Emphasizing good group interaction. Encourage everyone to participate in discussions. This will also lead to effective decision making. Help members feel comfortable in expressing whatever they have to contribute, but keep to the topic. Remember that decision making is enhanced by a broad spectrum of ideas and solutions.

External communication strategies present your message to the outside world. Publications, media presentations, and training programs are only a few ways of communicating with the general public. In most communities there are several individuals or groups who are highly respected and capable of exerting considerable influence on educational, economic, or political issues. To be an effective community group a council should be tuned into this power and influence structure since the success of its activities and programs may be dependent on this support. Regular contact with these groups is a proven way to build support and avoid conflict.

Target audiences such as community leaders, newspaper editors, the public relations officer for the school, or talk show hosts are important people to consider before launching an information campaign. Specific approaches might include:

- Publishing a brochure, booklet, or flyer about your group and its goals and activities
- Making presentations to community groups, PTAs, or the local teachers association

- Encouraging parents to call for information and resources (assuming you have the resources to provide information and referrals)
- Offering workshops to parents on the 766 evaluation process, parent rights and responsibilities, or special education programs
- Using the media to publicize meetings or activities and expressing your opinions in articles or letters to the editor
- Placing posters or bulletins in public buildings
- Collaborating with community groups on common problems and goals



Many people in the community associate special education with spiraling costs, without understanding the human side of the story. Advisory councils can choose a variety of communication strategies to dispel incorrect or unbalanced information about special education issues.

COLLABORATION WITH OTHER GROUPS

Many communities have special interest groups that can assist an advisory council with its work. Inter-group cooperation will not only avoid duplication of effort but also increases support. PTAs, Title I, bilingual, and occupational education groups are also interested in education matters. Collaboration with these and other established groups enables the council to obtain advice and assistance, and to contribute its expertise regarding special education concerns.

MONITORING SPECIAL EDUCATION PROGRAMS

Formal monitoring is the systematic review of a program to assure that activities correspond with pertinent laws, regulations, or mandates. Formal monitoring of Chapter 766 and P.L. 94-142 is a function of the state Department of Education.

Monitoring reports, program audits, or compliance reviews by the Department of Education are available for public review in the local school district. The local special education plan should also be available in the school department or in the local library. The plan includes descriptions of local programs and personnel and assurances that state and local requirements are being met.

The advisory council serves as a network to identify existing or developing problem areas and performs an informal monitoring function. Activities may include:

- Providing training to inform council members about formal monitoring procedures;
- Reviewing the local education agency (LEA) annual program plan;
- Reviewing proposals for federal funding to become familiar with activities to monitor;
- Developing sub-committees to look at specific areas (unmet needs, related services, facilities, etc.);
- Discussing monitoring reports at council meetings, and with the school committee; and
- Identifying concerns on a continuing basis through information sharing at meetings.

EVALUATING ADVISORY COUNCIL EFFECTIVENESS

Evaluation promotes growth and development in any organization or advisory group. There are several reasons for evaluating council activities:

- to determine if goals and activities were achieved,
- to determine if strategies were effective,
- to reassess needs,
- to determine if expectations were realistic,
- to improve council effectiveness.

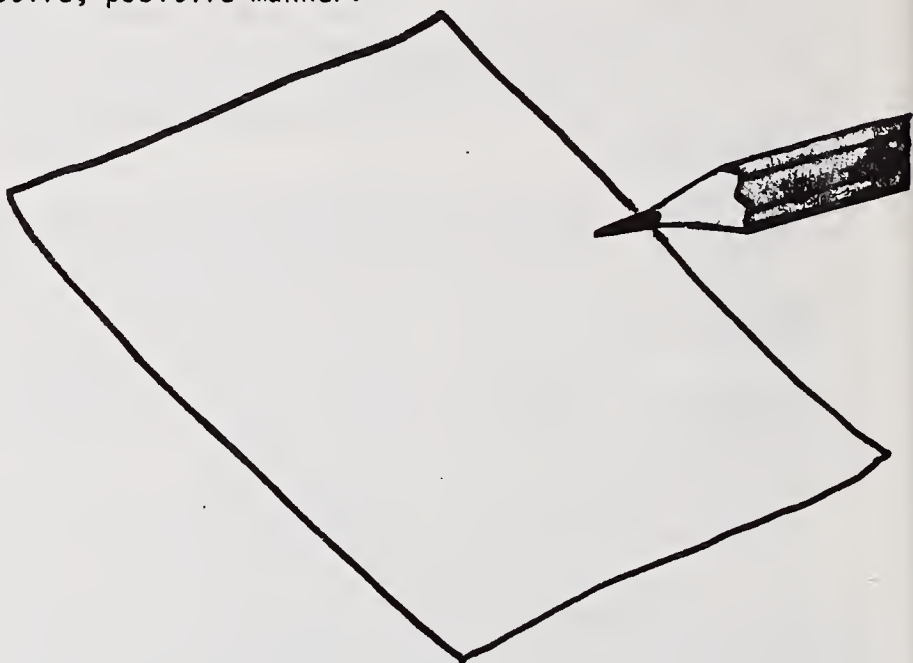


The advisory council chairperson plays a major role in a self-evaluation. He/she discusses various self-evaluation methods with the group and then decides on the most appropriate ways to gather the necessary information. A general framework for your inquiry could include these questions:

- Did the council accomplish what it set out to do?
- Were specific activities realistic and appropriate?

Some groups set aside time after each meeting for oral comments or for completing a simple feedback form. Other groups prefer a written questionnaire for members or other community

representatives or school practitioners, at the beginning, end, or middle of the school year. Whatever method is selected, information should be shared and discussed with all members in a constructive, positive manner.



Internal communication policies are necessary to keep the group operating effectively. These include:

- Creating an open and supportive climate for generating creative ideas, constructive criticism, or problem solving. Individual members must feel that their ideas are welcome in order to maintain their commitment to a task. Structuring ways for people to interact on an informal basis will help members become better acquainted and feel comfortable with each other.
- Keeping minutes of all meetings, and maintaining a simple correspondence file. All members must have access to documents, reports, and meeting notes. Minutes of all advisory group meetings should be sent to all members and be available for the community-at-large. Minutes may also be shared with school staff and school committee members to maintain good communication and credibility.
- Emphasizing good group interaction. Encourage everyone to participate in discussions. This will also lead to effective decision making. Help members feel comfortable in expressing whatever they have to contribute, but keep to the topic. Remember that decision making is enhanced by a broad spectrum of ideas and solutions.

External communication strategies present your message to the outside world. Publications, media presentations, and training programs are only a few ways of communicating with the general public. In most communities there are several individuals or groups who are highly respected and capable of exerting considerable influence on educational, economic, or political issues. To be an effective community group a council should be tuned into this power and influence structure since the success of its activities and programs may be dependent on this support. Regular contact with these groups is a proven way to build support and avoid conflict.

Target audiences such as community leaders, newspaper editors, the public relations officer for the school, or talk show hosts are important people to consider before launching an information campaign. Specific approaches might include:

- Publishing a brochure, booklet, or flyer about your group and its goals and activities
- Making presentations to community groups, PTAs, or the local teachers association

- Encouraging parents to call for information and resources (assuming you have the resources to provide information and referrals)
- Offering workshops to parents on the 766 evaluation process, parent rights and responsibilities, or special education programs
- Using the media to publicize meetings or activities and expressing your opinions in articles or letters to the editor
- Placing posters or bulletins in public buildings
- Collaborating with community groups on common problems and goals



Many people in the community associate special education with spiraling costs, without understanding the human side of the story. Advisory councils can choose a variety of communication strategies to dispel incorrect or unbalanced information about special education issues.

COLLABORATION WITH OTHER GROUPS

Many communities have special interest groups that can assist an advisory council with its work. Inter-group cooperation will not only avoid duplication of effort but also increases support. PTAs, Title I, bilingual, and occupational education groups are also interested in education matters. Collaboration with these and other established groups enables the council to obtain advice and assistance, and to contribute its expertise regarding special education concerns.

MONITORING SPECIAL EDUCATION PROGRAMS

Formal monitoring is the systematic review of a program to assure that activities correspond with pertinent laws, regulations, or mandates. Formal monitoring of Chapter 766 and P.L. 94-142 is a function of the state Department of Education.

Monitoring reports, program audits, or compliance reviews by the Department of Education are available for public review in the local school district. The local special education plan should also be available in the school department or in the local library. The plan includes descriptions of local programs and personnel and assurances that state and local requirements are being met.

The advisory council serves as a network to identify existing or developing problem areas and performs an informal monitoring function. Activities may include:

- Providing training to inform council members about formal monitoring procedures;
- Reviewing the local education agency (LEA) annual program plan;
- Reviewing proposals for federal funding to become familiar with activities to monitor;
- Developing sub-committees to look at specific areas (unmet needs, related services, facilities, etc.);
- Discussing monitoring reports at council meetings, and with the school committee; and
- Identifying concerns on a continuing basis through information sharing at meetings.

EVALUATING ADVISORY COUNCIL EFFECTIVENESS

Evaluation promotes growth and development in any organization or advisory group. There are several reasons for evaluating council activities:

- to determine if goals and activities were achieved,
- to determine if strategies were effective,
- to reassess needs,
- to determine if expectations were realistic,
- to improve council effectiveness.

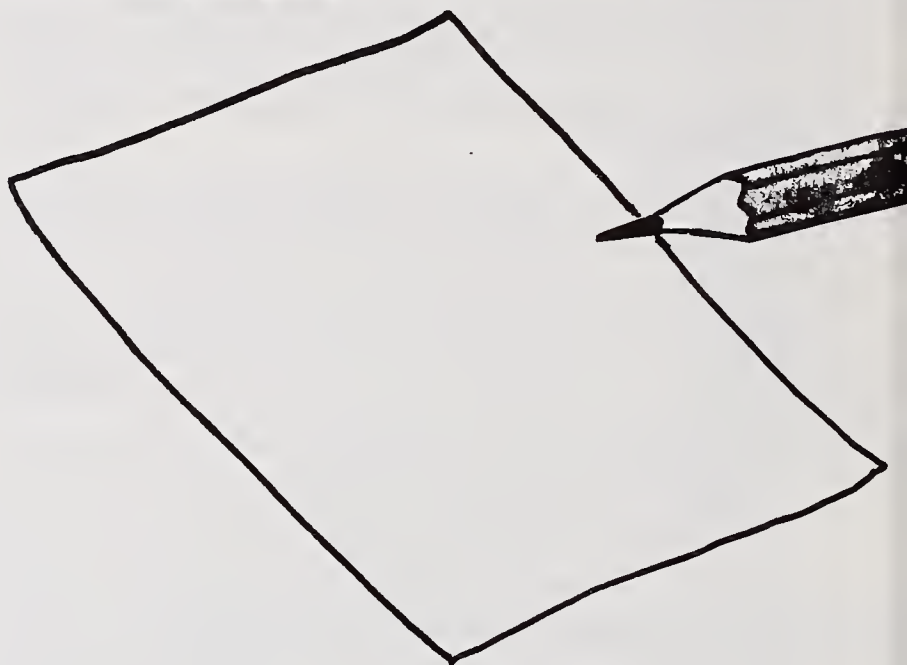


The advisory council chairperson plays a major role in a self-evaluation. He/she discusses various self-evaluation methods with the group and then decides on the most appropriate ways to gather the necessary information. A general framework for your inquiry could include these questions:

- Did the council accomplish what it set out to do?
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representatives or school practitioners, at the beginning, end, or middle of the school year. Whatever method is selected, information should be shared and discussed with all members in a constructive, positive manner.



SECTION IV MANAGING AN ADVISORY COUNCIL

Managing an advisory council or a large organization requires many of the same kinds of skills. Operating procedures, meeting management, leadership, and training are but a few of the components of a functioning group. This section presents a brief summary of these important managerial concerns.

LEADERSHIP

The elected officers of a council are the cornerstone of the organization. No one person possesses all the necessary skills and sensitivities but the following leadership qualities are important for the survival and growth of the council.

1. Ability to motivate and inspire members to accomplish the group's objectives.
2. Flexibility and openness to new ideas and suggestions.
3. Perseverance, courage, and determination.
4. Ability to delegate responsibility.
5. Personal and interpersonal communication skills, both oral and written.
6. Ability to remain objective.
7. Sensitivity to the needs of individuals and the group as a whole.
8. Ability to build on past experience.
9. Ability to accept responsibility for errors or to seek help when needed.
10. Negotiation skills.
11. Ability to recognize and reward talent and foster new leadership.



Fostering new leadership is an ongoing responsibility of the group's officers. Natural leaders will emerge at the first meeting but a low-key individual with leadership potential should not be overlooked. Whenever forming a slate of officers for election, select people whose skills and interests complement each other.

SCHEDULING MEETINGS

Meetings should be scheduled on a regular basis as agreed upon by the majority of the group members. In the beginning it is useful to alternate meeting days and times until the group decides which is best for the majority of people. Meetings can be weekly, twice a month, or monthly, depending on the tasks at hand. Scheduling two sub-committee meetings for the same day will encourage members to attend both sessions. Make provisions for alternate dates when poor weather or holidays interfere with the regular meetings. Scheduling meetings at the school department will generally assure that staff will be available for consultation if necessary.

SETTING AN AGENDA

Planning the agenda is the secret to conducting meetings that keep members interested. Agendas might be posted in the school, printed in the newspaper or announced on the radio. The agenda should be sent to advisory council members well in advance of the meeting. Publicity about the meeting keeps the school and community informed of the group's activities. Ordinarily, the chairperson should prepare the agenda in consultation with the special education administrator. Council members and school personnel should be asked if they have any items to include. Good agendas include:

- the specific topics to be discussed at the meeting
- sub-committee reports
- old business carried over from the last meeting
- any new business

MEETING MANAGEMENT

The agenda is the backbone of the council meeting. However time should be set aside for urgent issues and for public participation. Some groups find it helpful to set timelines for each item so that business flows smoothly. It is the chairperson's responsibility to direct the meeting and to see that all who wish to speak on a particular subject are given an equal opportunity to participate.

MEETING MINUTES

Minutes of meetings are very useful. Distributing minutes to key school personnel is an effective way to publicize the group's work. Moreover, a file of minutes forms a complete history of the group. Minutes that reflect concern for constructive action, rather than negativism, increase the organization's credibility. Accurate, complete minutes should be available to new members or members who are absent.

SUBCOMMITTEES

The need for subcommittees will evolve naturally. Complex issues that require detailed study or attention may best be handled by a subcommittee. Examples of subcommittees include: transportation, program monitoring, budget, parent information, training, or facilities. The chairperson accepts volunteers or asks members to serve for a short-term appointment. Usually one person is asked to serve as chairperson of each subcommittee.

TRAINING FOR COUNCIL MEMBERS

Training needs should be assessed periodically and appropriate programs developed. Members of local councils should be informed about the activities of regional and state councils. Area meetings of local councils are an excellent way to share information and expertise.

CONCLUSION

The Division of Special Education hopes that the preceding sections will assist you in the development and progress of your local advisory council for special education.

We feel that public participation can enhance communications and understanding of special education not only in your community but throughout the Commonwealth. Positive involvement at the local level will assist in maintaining the progress and successes in special education in the past six years.

We wish you success.

SECTION V RESOURCES

The following section briefly describes general and legal printed materials available for your reference, and a resource listing of related organizations and state agencies.

ANNOTATED BIBLIOGRAPHY

General

A Guide To Chapter 766: Special Education Services for Children and Youth. Massachusetts Department of Education. 1979.

A handbook of information for parents who have children with special needs. The information explains how parents can (1) help to identify their child's needs, (2) help to plan his or her education, and (3) help carry out the educational plan, along with members of their local school system and the evaluation team.

Available from: Massachusetts Child Search
Division of Special Education
31 St. James Avenue
Boston, MA 02116

Chapter 766: Equal Educational Opportunity in Special Education: Legal Mandates and Strategies for Planning. Massachusetts Department of Education. 1979.

This booklet provides a brief history of the legal mandates for equal educational opportunity specifically as they relate to the provision of special education to linguistic and cultural minorities.

Available from: Massachusetts Department of Education
Division of Special Education
31 St. James Avenue, Room 650
Boston, MA 02116

Connections. Boston Public Schools. 1979.

A directory of services for children with special needs in the Boston Public Schools containing detailed information on special education laws and processes. It also contains sections on parent involvement, liabilities, and community resources. Pages of this book may be xeroxed and distributed.

Available from: Boston Public Schools
Department of Special Services
26 Court Street, 7th floor
Boston, MA 02108

Exceptional Parent Magazine

A magazine with articles of interest and concern to families raising children with disabilities. Many articles are written by parents and disabled adults. Also has a mail order "book-store" with savings on some material.

Write to: Exceptional Parent Magazine
20 Providence Street
Boston, MA 02116

How To Get Services by Being Assertive. Chicago, Illinois: Coordinating Council for Handicapped Children, 1980.

This handbook is written for parents and professionals of children with special needs. The handbook is a response to professional's and parent's complaints regarding: lack of service, intimidation tactics by bureaucrats, lack of response to legitimate demands, and red tape and other bureaucratic obstacles to service.

Available from: Coordinating Council for
Handicapped Children
407 S. Dearborn Street, Room 680
Chicago, IL 60605

How To Organize An Effective Parent Group And Move Bureaucracies. Chicago, Illinois: Coordinating Council for Handicapped Children, 1971.

This handbook is written specifically for parents of handicapped children and their helpers. The booklet describes useful techniques to move bureaucracies and obtain improved services for handicapped children.

Information Sheets From Closer Look

A project of the Parent's Campaign for Handicapped Children and Youth, Information Sheets From Closer Look provide a list of state agencies who are responsible under law for providing services that handicapped children "may need now or in the future."

Write to: Closer Look
Box 1492
Washington, DC 20013

94-142 and 504: Numbers that Add Up to Educational Rights for Handicapped Children: A Guide for Parents and Advocates.
Children's Defense Fund, 1979.

A handbook designed to inform parents of their child's educational rights under P.L. 94-142 and Section 504. It also serves as a general guide to educational services and the processes for obtaining services under P.L. 94-142 and Section 504. It is divided into the following sections: What the Laws Cover, The School District's Responsibilities, How the Evaluation Process Works, Your Rights When You Disagree With the School, Resources, and an Appendix.

Available from: Children's Defense Fund
1520 New Hampshire Avenue, NW
Washington, DC 20036

Parents on the TEAM. Ann Arbor: University of Michigan, 1978.
(Sara Brown and Martha Moersch, Editors.)

Some of these well-written chapters are by professionals; some by parents of children with special needs. They cover areas such as parent advocacy, and families as resources. The book suggests a variety of models for meaningful partnerships between parents and professionals.

Parents Speak Out: Views from the Other Side of the Two-Way Mirror. Columbus, Ohio: Charles Merrill Publishing Company, 1978. (Ann Turnbull and H. Rutherford Turnbull)

A series of well-articulated chapters by professionals who are also parents of children with special needs. The range of experiences and opinions expressed encourages a welcome, non-stereotyped view of families.

The Student's Guide to Special Education. Massachusetts Department of Education, 1980.

A short pamphlet summarizing the special education process, published by the Bureau of Student Services for students and parents. Also published by the Massachusetts Dissemination Project as Resources for Schools #5 under the same title.

Available from: Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

Together: Schools and Communities. Institute for Responsive Education, 1975. (Miriam Clasby)

A report of the Massachusetts Advisory Council on Education, this handbook is written "for people, about people -- parents, administrators, community residents, teachers and students (PACTS)." It provides guidelines for improving tasks for any action cycle, and a resource directory of agencies and publications.

Available from: Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215

Two Way Talking. St. Louis, Missouri: C. B. Mosby Company, 1978. (Chinn, Winn and Walters)

This is more of a textbook which covers much of the theory of communication. It is based on the principle of transactional analysis. Contains principles of listening, giving and receiving feedback, and differences of perspective.

Legal

Education of the Handicapped Act, P.L. 93-380 as amended by the Education for All Handicapped Children Act of 1975 P.L. 94-142, 20 U.S.C. 1401 et seq. (Regulations promulgated August 23, 1977 P.L. 94-142 Regulations - 42 Federal Register 42474 et seq).

Available from: Health, Education, and Welfare
Regional Office
J. F. Kennedy Building
Boston, MA 02108

Massachusetts General Laws, Chapter 766 of the Acts of 1972 and Regulations. Department of Education, 1978.

Available from: Massachusetts State House Bookstore
State House, Room 102
Boston, MA 02133

Massachusetts General Laws, Chapter 622 of the Acts of 1971. Department of Education, 1978

Under Chapter 622, the Bureau of Equal Educational Opportunity works with every school district in the Commonwealth to assure that female students and under-represented racial and ethnic group students have equal access to all educational benefits, and that curriculum and program offerings do not reflect or encourage stereotypes.

Massachusetts Chapter 636, Department of Education, 1974.

An Act amending the Racial Imbalance Law, the Bureau of Equal Educational Opportunity administers approximately \$23.9 million in grants and reimbursements for programs which reduce racial imbalance and racial isolation. Chapter 636 funds such programs as Metco, magnet schools, and the Equal Education Improvement Fund.

Massachusetts Student Record Regulations. Department of Education, 1979.

A handbook which describes regulations governing retention, inspection, and destruction of students' records.

Available from: Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

Rehabilitation Act of 1973, Public Law 93-112

As amended by the Rehabilitation Acts of 1974, Public Law 93-516, 29 U.S.C. 794: Section 504 is a section of the Act which prohibits recipients of federal funds from discriminating on the basis of handicap. (Section 504 Regulations promulgated May 4, 1977; 42 Federal Regulations 22676, et seq.)

Available from: Office of Civil Rights
140 Federal Street
Boston, MA 02108

Your Right to Medical Records in Massachusetts

A new regulation, recently approved by the Massachusetts Board of Registration and Discipline in Medicine, allows Massachusetts patients the right to examine their medical records or a summary of them. (Regulations Governing the Practice of Medicine, Part VI, Section 12)

For further information: The Federation for
Children with Special Needs
120 Boylston Street
Boston, MA 02116



SPECIAL NEEDS GROUPS AND AGENCIES

ASSOCIATION FOR MENTALLY ILL CHILDREN (AMIC)

120 Boylston Street, #338

Boston, MA 02116

(617) 482-7362

People concerned with autistic and severely disturbed children. Spanish may be available.

BOSTON SELF-HELP CENTER

18 Williston Road

Brookline, MA 02146

CHILDREN IN HOSPITALS

31 Wilshire Park

Needham, MA 02192

(617) 482-2915

Parents and health care professionals concerned with the needs and rights of hospitalized children and adults.

NEW ENGLAND REGIONAL CENTER FOR SERVICES TO DEAF BLIND

175 North Beacon Street

Watertown, MA 02172

(617) 924-3434

RESPIRE CARE/BOSTON DIRECTION SERVICE c/o FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

120 Boylston Street, Room 338

Boston, MA 02116

(617) 482-2947

EASTER SEAL SOCIETY

Statler Office Building, #934

20 Providence Street

Boston, MA 02116

(617) 482-3370

EPILEPSY SOCIETY OF MASSACHUSETTS

3 Arlington Street

Boston, MA 02116

(617) 267-4341

Spanish Publications available

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

120 Boylston Street, Suite 338

Boston, MA 02116

(617) 482-2915

GREATER BOSTON ASSOCIATION OF RETARDED CITIZENS (GBARC)

1249 Boylston Street

Boston, MA 02215

(617) 266-4520

Interpreter available

MASSACHUSETTS ASSOCIATION FOR RETARDED CITIZENS (MARC)

381 Elliot Street

Newton Upper Falls, MA 02164

(617) 965-5320

MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (MACLD)

11 River Street

Wellesley, MA 02181

(617) 235-9370

MASSACHUSETTS ASSOCIATION OF PARAPLEGIA FOUNDATION

369 Elliot Street

Newton Upper Falls, MA 02164

(617) 964-0521

MASSACHUSETTS CEREBRAL PALSY OF GREATER BOSTON

30 Wesley Street

Newton, MA 02158

(617) 969-3214

MASSACHUSETTS PARENTS ASSOCIATION FOR THE DEAF AND HARD OF HEARING

14 Trout Farm Road

Duxbury, MA 02332

(617) 585-9722

MASSACHUSETTS SPINA BIFIDA
ASSOCIATION
1 Davis Avenue
Brookline, MA 02146
(617) 566-5998
People concerned with spina
bi ida, a birth defect involv-
ing incomplete spinal develop-
ment.

MUSCULAR DYSTROPHY ASSOCIATION,
INC.
391 Totten Pond Road
Waltham, MA 02154
(617) 890-0300
Spanish interpreter available

NATIONAL SOCIETY FOR AUTISTIC
CHILDREN
Eastern Massachusetts Chapter
16 Bluebird Road
Wellesley Hills, MA 02181
(617) 235-7754

LEGAL AID SERVICE AGENCIES

DEVELOPMENTAL DISABILITIES
LAW CENTER
294 Washington Street
Boston, MA 02108
(617) 426-7020

JUVENILE COURT ADVOCACY PROGRAM
1486 Dorchester Avenue
Dorchester, MA 02122
(617) 436-6292
(Spanish spoken)

MASSACHUSETTS ADVOCACY CENTER
2 Park Square
Boston, MA 02116
(617) 357-8431
(Interpreters provided)

PARENTS AND CHILDREN TOGETHER
(PACT)
623 Randolph Avenue
Milton, MA 02186
(617) 696-6685
People concerned with children
who have cardiac problems.

PARENTS AND FRIENDS OF
HANDICAPPED CHILDREN, INC.
120 Boylston Street #338
Boston, MA 02116
(617) 482-2915
Parents of Children with
cerebral palsy and other
handicaps.



MENTAL DISABILITIES LAW REFORM
PROJECT
1 Center Plaza
Boston, MA 02108
(617) 523-4529

MENTAL HEALTH LEGAL ADVISORS
COMMITTEE
291 Washington Street
Boston, MA 02108
(617) 723-2876

VOLUNTEER LAWYERS PROJECT
73 Tremont Street, #401
Boston, MA 02108
(617) 742-5823
(Refers individuals to appro-
priate bilingual counsel)

STATE AGENCIES *

● MASSACHUSETTS DEPARTMENT OF EDUCATION

Division of Special Education
31 St. James Avenue, Room 650
Boston, MA 02116



The Division of Special Education has primary responsibility for all special education programs in the state and therefore, can determine the quality of education which a student receives. It receives and investigates all complaints related to special education and holds hearings on behalf of any student or groups of students needing special education. The division can recommend to the Board of Education that state funds be withheld from any school district which is not in compliance with state and federal special education laws.

The division monitors special education programs through the use of two councils: a Regional Advisory Council (RAC), and a State Advisory Commission (SAC). Half of the members on each of these councils are parents of students who are enrolled in special education programs. Open meetings of the regional advisory council are scheduled monthly and parents are invited to attend.

Division staff are available in each of the department's six regional education centers.

GREATER BOSTON
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

SPRINGFIELD
155 Maple Street
Springfield, MA 01104
(413) 739-7271

NORTHEAST
219 North Street
North Reading, MA 01864
(617) 727-0600

PITTSFIELD
188 South Street
Pittsfield, MA 01201
(413) 499-0745

CENTRAL MASSACHUSETTS
Beaman Street, Route 140
West Boylston, MA 01583
(617) 835-6267

SOUTHEAST
Post Office Box 29
Middleboro, MA 02346
(617) 947-3240

The Urban Information Project, located in the division's central office in Boston, is responsible for conducting workshops and disseminating information.

URBAN INFORMATION PROJECT
Division of Special Education
31 St. James Avenue
Boston, MA 02116 Tel. (617) 727-8534

* Note: Some functions of existing human services agencies will be changed when the new Department of Social Services becomes operational on July 1, 1980.

TITLE I DISSEMINATION PROJECT
Statler Office Building, Room 613
Boston, MA 02116
(617) 426-6324



Title I of the Elementary and Secondary Education Act (ESEA) of 1965 provides federal funds to assist educationally and economically disadvantaged students. Federal requirements governing the development and implementation of Title I programs mandate strong parent involvement through a parent advisory council (PAC). Title I PACs are very actively engaged in many of the same activities as local special education advisory councils. An annual Title I conference provides an excellent opportunity for PAC members to exchange program activities and become acquainted with new resources and programs. A resource kit to assist Title I councils with operational and programmatic issues is now available from the project.

DEPARTMENT OF YOUTH SERVICES
(Central Office)
294 Washington Street
Boston, MA 02108
(617) 727-7940

The Massachusetts Department of Youth Services (DYS) is responsible for the supervision, care, and treatment of youthful offenders between the ages of 11 and 17. Seven regional offices located across the state are responsible for youth placement, liaison with juvenile courts, and the development of community-based preventative and rehabilitative programs. DYS provides a variety of services including: detention, group care, foster care, support services, and intensive care and supervision.

REGIONAL OFFICES

REGION I
WESTERN MASSACHUSETTS AREA
91 School Street, Suite 100
Springfield, MA 01103
(413) 736-0362

REGION III
336 Baker Avenue
Concord, MA 01742
(617) 369-8711

REGION II
75 B. Grove Street
Worcester, MA 01605
(617) 791-9228

REGION IV
33 Gregory Street
Middleton, MA 01949
(617) 774-5850

REGION V
725 Granite Street
Braintree, MA 02184
(617) 848-8770

REGION VII
Lakeville Hospital
Post Office Box 622
Lakeville, MA 02346
(617) 947-7650

REGION VI
150 Causeway Street
Boston, MA 02118
(617) 727-7952

● MASSACHUSETTS COMMISSION FOR THE BLIND
110 Tremont Street
Boston, MA 02108

The Massachusetts Commission for the Blind provides financial and medical assistance to persons who qualify under the aid to the blind category of Supplementary Security Income (S.S.I.). The commission also provides specialized social and rehabilitative services to blind persons including: home teaching to newly blinded adults, services to children, vocational rehabilitation, mobility training, talking books and other specialized equipment.

REGIONAL OFFICES

REGION I
Western Massachusetts
1200 Main Street
Springfield, MA 01103
(413) 781-1290

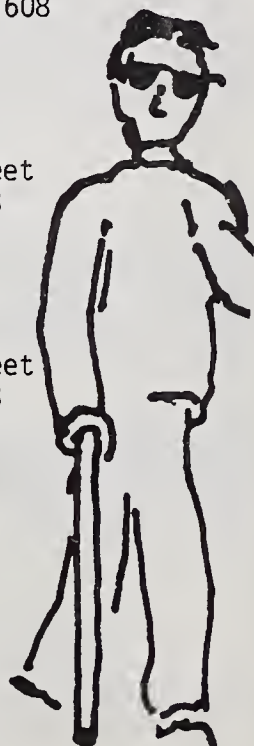
REGION II
Central Massachusetts
90 Madison Street
Worcester, MA 01608
(617) 727-0522

REGION III
North Shore
110 Tremont Street
Boston, MA 02108
(617) 727-5590

REGION IV
Greater Boston
110 Tremont Street
Boston, MA 02108
(617) 727-7520

REGION V
Southeastern
85 North Main Street
Fall River, MA 02720
(617) 676-1056

REGION VI
Boston Area
110 Tremont Street
Boston, MA 02108
(617) 727-5554



MASSACHUSETTS OFFICE OF DEAFNESS

304 Boylston Street
Boston, MA 02116
(617) 727-5106 or 727-5236



The Massachusetts Office of Deafness is a state information, referral, and advocacy agency. They also coordinate interpreter services throughout the state.

MASSACHUSETTS REHABILITATION COMMISSION

Statler Office Building
20 Providence Street
Boston, MA 02116
(617) 727-2183

The Massachusetts Rehabilitation Commission provides vocational rehabilitation services to persons with physical or mental disabilities who need these services to secure or retain employment. Direct services include short-term diagnosis, counseling and guidance, and arrangements for vocational training and medical services.

To be eligible to receive services from the commission, a person must be a resident of Massachusetts, be 15 years or older, and have a physical or mental disability that is stable for one year.

REGIONAL OFFICES

BOSTON
80 Boylston Street
Boston, MA 02116
(617) 426-5835

METROPOLITAN
230 Boylston Street
Chestnut Hill, MA 02167
(617) 527-2990

SOUTHEAST
Human Service Center
Lakeville, MA 02346
(617) 947-7646

WESTERN
235 Chestnut Street
Springfield, MA 01103
(413) 781-7420

NORTHEAST
33 Dartmouth
Malden, MA 02148
(617) 324-9187

CENTRAL
82-B Thomas Street
Worcester, MA 01608
(617) 791-3355

MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH

Central Office
160 North Washington Street
Boston, MA 02114
(617) 727-5656



The Department of Mental Health (DMH) is responsible for the operation of schools for the mentally retarded and the state's

mental hospitals. The department provides mental health care through community mental health centers (in-patient and out-patient services), mental health clinics, and guidance clinics (generally out-patient services only). The department's Division of Drug Rehabilitation (DDR) provides services and programs for drug dependent persons.

Individuals may be eligible for treatment in a DMH facility through court or state agency referral or through voluntary application for admission. While being treated in a DMH facility, individuals may be eligible to receive instruction, education, and work experience.

REGIONAL OFFICES

REGION I

Northampton State Hospital
Box 389
Northampton, MA 01060
(413) 727-2516

REGION II

Glavin Regional Center
214 Lake Street
Shrewsbury, MA 01545
(617) 844-9111

REGION III

Danvers State Hospital
Post Office Box 100
Hathorne, MA 01937
(617) 774-5000

REGION IV-A

Metropolitan State Hospital
Waltham, MA 02154
(617) 894-4300

REGION IV-B

45 State Hospital Road
Medfield, MA 02402
(617) 727-1627

REGION V

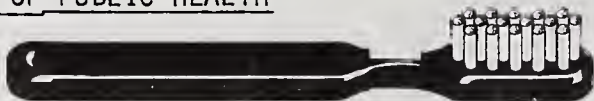
Brockton Multi-Service Center
165 Quincy Street
Brockton, MA 02401
(617) 727-7905

REGION VI

Erich Lindemann Mental Health
Center
Government Center Plaza
Boston, MA 02114
(617) 727-5795

● MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH

600 Washington Street
Boston, MA 02111
(617) 727-2698



The Department of Public Health (DPH) is responsible for providing a variety of services and programs related to children's health. The Department's Division of Family Health Services operates a number of facilities for handicapped youth ranging from intensive pediatric nursing homes to out-patient clinics for youth who require ongoing therapy. Other major services provided by the Department of Public Health include:

- physical examinations and immunization for school children
- care of premature infants
- testing, treatment, and preventive programs related to:
hearing, sickle cell anemia, lead poisoning, genetic diseases, communicable diseases, venereal diseases and alcoholism
- regulation issuance

REGIONAL AND OTHER OFFICES

FAMILY HEALTH SERVICE

39 Boylston Street
Boston, MA 02116
(617) 727-6871

Birth Defects	(617) 727-8196
Epilepsy	727-5822
Family Planning	727-6941
Handicapped Children	727-6941
School Health	727-6941
Vison and Hearing	727-8510



CENTRAL REGIONAL OFFICE

FAMILY HEALTH SERVICES
Rutland Height Hospital
Maple Avenue
Rutland, MA 01543
(617) 727-1910

NORTHEAST REGIONAL OFFICE

Tewksbury Hospital
East Street
Tewksbury, MA 01876
(617) 727-7908

SOUTHEAST REGIONAL OFFICE

Lakeville Hospital
Main Street
Lakeville, MA 02346
(617) 727-1440

WESTERN REGIONAL OFFICE

University of Massachusetts
Amherst, MA 01003
(413) 727-5444

WESTERN REGIONAL OFFICE

246 North Street
Pittsfield, MA 01201
(413) 443-4475

DEPARTMENT OF PUBLIC WELFARE

600 Washington Street
Boston, MA 02111

The Department of Public Welfare has a large number of programs which provide social services, medical coverage, financial assistance, and food stamps to people in need. People are considered to be in need when their salary, income, and other financial resources are limited. Eligibility standards are set by the Department of Public Welfare. To find out if you are eligible to apply for assistance, call your local welfare service office.

REGIONAL AND OTHER OFFICES

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Family Planning	727-8083
Mental Health Services	727-8084
Portuguese and Spanish Program	727-8570
Child Support	727-9820
Food Stamps	727-6123
Dental Services and Providers	727-8014
Ambulatory Programs	727-8016

BOSTON
43 Hawkins Street
Boston, MA 02114
(617) 227-8320

LAWRENCE
11 Lawrence Street
Lawrence, MA 02840
(617) 686-3971

GREATER BOSTON
39 Boylston Street
Boston, MA 02116
(617) 357-8250

NEW BEDFORD
399 Acushnet Avenue
New Bedford, MA 02740
(617) 997-3361

SPRINGFIELD
235 Chestnut Street
Springfield, MA 01103
(413) 781-7510

WORCESTER
75 Grove Street
Worcester, MA 01605
(617) 791-8571

● OFFICE FOR CHILDREN

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The Councils for Children are area councils made up of professionals, parents, and young people who work together to improve the children's services in their areas. Local councils monitor existing services, draft legislation, testify before legislative committees, review the budgets of all state agencies providing services for children, and work to inform the public of legislative bills on children's issues.

Help for Children is a statewide information and referral program that advocates for children in need of services, and helps these children and their parents get through the system of service delivery. Help for Children provides information about availability of follow-up. Help for Children works on 766 procedures with other state agencies such as the Department of Public Welfare (DPW), the Department of Mental Health (DMH), the Department of Education, the Department of Public Health (DPH), and the Department of Youth Services (DYS).

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REGION I

Western Massachusetts
1618 Main Street
Springfield, MA 01103
(413) 736-1822

REGION III

Northeast Massachusetts
Gregory Street
Middleton, MA 01949
(617) 774-2396

REGION IV B

Southeast Suburban
1001 Watertown Street
West Newton, MA 01265
(617) 727-2532

REGION VI

Metropolitan Boston
120 Boylston Street, Room 307
Boston, MA 02116
(617) 727-8898

REGION II

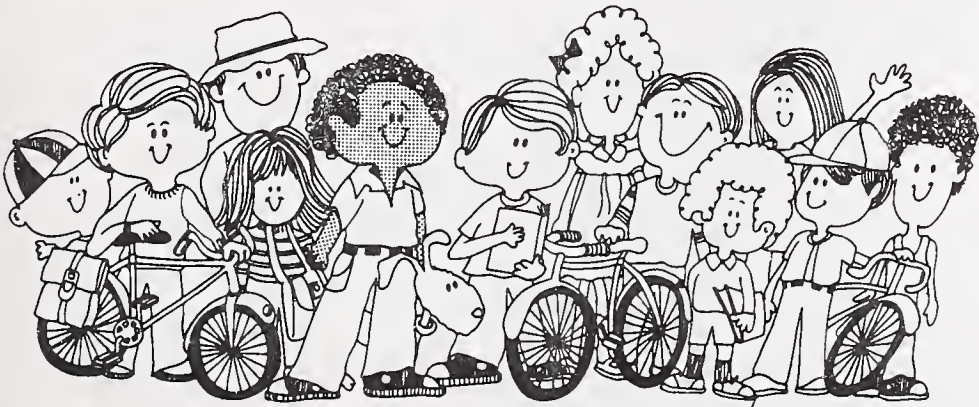
Central Massachusetts
75-A Grove Street
Worcester, MA 01605
(617) 791-3136

REGION IV A

Northwest Suburban
Metropolitan State Hospital
Building A
475 Trapelo Road
Waltham, MA 02154
(617) 727-1429

REGION V

Southeastern Massachusetts
Lakeville Hospital
Lakeville, MA 02134
(617) 947-1231



NOTES

Contact one of the regional centers listed below for more information:

CENTRAL MASSACHUSETTS REGIONAL EDUCATION CENTER
Beaman Street, Route 140
West Boylston, MA 01583
(617) 835-6267

GREATER BOSTON REGIONAL EDUCATION CENTER
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

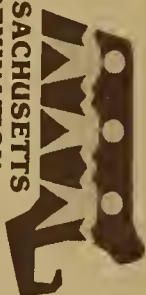
NORTHEAST REGIONAL EDUCATION CENTER
219 North Street
North Reading, MA 01864
(617) 727-0600

PITTSFIELD REGIONAL EDUCATION CENTER
188 South Street
Pittsfield, MA 01201
(413) 499-0745

SOUTHEAST REGIONAL EDUCATION CENTER
P.O. Box 29
Lakeville State Hospital
Route 105
Lakeville, MA 02346
(617) 947-3240

SPRINGFIELD REGIONAL EDUCATION CENTER
155 Maple Street
Springfield, MA 01105
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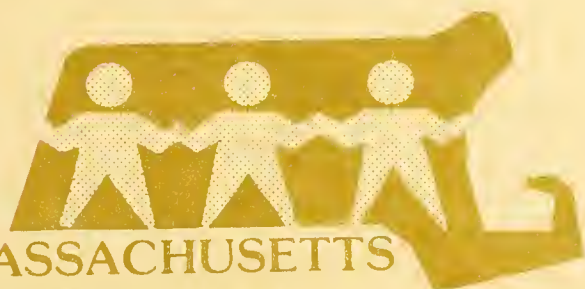
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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available.

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Fred Andelman - Massachusetts Teachers Association

Jean Esposito - Teacher Corps, Worcester

Bart O'Connor - Attleboro Public Schools

Sue Singer - Concord Public Schools

Mary Alice Wilson - The Hampshire Education
Collaborative

Thanks to the committee, and thanks, also, to each of you who gave your time as you described your own program.

INTRODUCTION

"This indenture witnesseth that John Campbel, son of Robert Campbel of the City of New York, with Consent of his father and mother hath put and bind himself Apprentice to George Brownell of the same city Schoolmaster to learn the Art Trade or Mysery . . . for and during the term of ten years . . . And the said George Brownell Doth hereby Covenant and Promise to teach and Instruct or cause the said Apprentice to be taught and Instructed in the Art Trade or Calling of a schoolmaster by the best way or means he or his wife or can." (New York City indenture of apprenticeship, July 18, 1772).¹

Teachers training teachers is a concept that preceded the American Revolution. During the more than two centuries that have passed since John Campbel served his master teacher, the training and retraining of teachers has responded to changing pressures and theories in society and the educational system.

Today, peer training in both formal and informal modes is again in the forefront of progressive, teacher-designed and supported in-service activities. As the purpose, structure, setting and content of staff development activities have changed repeatedly in two hundred years, the simple premise of teachers learning from each other has often been obscured by other factors and influences. The growth of institutions of higher education, the explosion of teacher unionism and the resulting adversary roles of teachers, administrators and school committees have all had a profound impact on staff development activities from the early days of the teaching profession.

The first generation of American teachers were, at best, graduates of liberal arts colleges, or, like John Campbel, began as apprentices with little formal training. These teachers were often advised by laymen in the community about the best methods of "handling the students."²

¹Ellwood P. Cubberly, Readings in the History of Education (Cambridge, Massachusetts: Houghton Mifflin Company, 1920), p. 386.

²Ralph Tyler, "In-Service Education of Teachers: A Look at the Past and Future," Improving In-Service Education: Proposals and Procedures for Change, ed. Louis Rubin (Boston: Allyn-Bacon, 1971), pp. 5-17.

The absence of teacher training institutions in the early nineteenth century allowed in-service activities to develop as informal, individual or group sessions with advisors. Three factors stimulated staff development activities during this time: the continuing growth of knowledge; the growing complexity of social, economic, and political arrangements; and the increase in student enrollments.³

These early nineteenth century in-service activities actually preceded pre-service programs, and thus, tended to be remedial in scope and content, geared to bridge the gap between what teachers knew and what they were expected to teach. By the mid-nineteenth century, the need for more extensive teacher learning resulted in more formal programs, particularly two or three day, county-wide institutes. Since these institutes were virtually non-existent until 1860, earliest staff development programs often resembled pre-service training.⁴

Horace Mann, first Commissioner of Education in Massachusetts, cited the need for staff development in 1837. Two years later, with his support, the first "normal" or teacher training school in the United States was established in Lexington, Massachusetts.⁵

As the normal schools appeared across the country, pre- and in-service programs came together in a variety of ways. In-service summer programs, courses, or classes were frequently held in the new normal schools. In fact, pre- and in-service programs were often conducted jointly. In-service became quite formal under this arrangement, and teachers were critical of the rigidity and lack of creativity that prompted a separation between pre- and in-service programs.

³Herman G. Richey, "Growth of the Modern Conception of In-Service Education," in In-Service Education, in Fifty-Seventh Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1957), p.35.

⁴T. M. Stinnett, "Teacher Education, Certification and Accreditation," in Education in the States: Vol. 2, Nationwide Development Since 1900, eds., Edgar A. Fuller and Kim B. Pearson (Washington, D.C.: National Education Association, 1964), pp. 383-401.

⁵John Brubacker, A History of the Problems of Education (New York: McGraw-Hill Inc., 1966), p. 480.

In-service activities temporarily returned to an informal mode during the late nineteenth century. "Reading circles"--- or groups of teachers who discussed the emerging body of literature in teacher education, replaced the institutes. This change was significant in that it emphasized group learning among peers, not the formal classroom setting, also shifting the focus of learning from cognitive and remedial to affective and experimental. However, two related factors made this change short-lived. The Land Grant Act of 1860 increased the number of teacher training institutions in the late nineteenth and early twentieth century. Meanwhile, new mandates for teaching certificates brought teachers back to the university to earn their teaching credentials.

A real turning point in in-service teacher education occurred in 1936. During that summer, Ralph Tyler convened a six week course at Ohio State University. Termed a "workshop", the course focused on problem-solving and skill development rather than curriculum content. This revolutionary concept had a profound impact on the future of in-service activities for it provided a quasi-institutionalized base for many of the informal activities that had characterized the best staff development endeavors in the past. The workshop then became the primary vehicle for in-service activities.

The mid-twentieth century brought new influences and challenges to in-service teacher training. The launch of Sputnik in 1955 produced serious concern about science education in American schools. The subsequent educational boom in the late fifties and sixties witnessed a massive new investment of federal dollars in curriculum development. Although the workshop was the mode for training teachers in these new trends, staff development shifted to become once more remediation. For the first time, however, national educational priorities were at stake, not individual or local needs.

Expanding federal influence over education at the state and local levels accompanied increasing amounts of federal dollars. The Elementary and Secondary Education Act (1967), the National Defense Education Act (1968), Teacher Corps and the Teachers Training Teachers program gave teachers and trainers wide latitude in designing and implementing training modes and content.

More recent federal mandates in special, bilingual, and metric education are remedial in nature, again focusing on national needs and priorities. While providing significant amounts

of support for staff development, these mandates cover specific pre-determined content areas, rather than the development of skills tailored to individual needs. Moreover, many of these federal grants were directed to institutions of higher education or research and development centers, moving the focal point of in-service away from the classroom and back into the university.

Reacting to the influx of federal dollars and the accompanying influences on their training and development activities, teachers looked elsewhere for staff development models in the late sixties and found the British teacher center. This model relied on locally-initiated, participant-planned in-service activities which gave teachers broad decision-making power and responsibility for their own professional development.

Education officials on the federal level were both impressed and intrigued by the concept of teacher-designed staff development. Responding to the interest in the British models, the United States Office of Education supported the creation of four teacher centers in the early 1970's. These pilots, with considerable modification, led to full-scale federal support for teacher centers. Growing teacher unionism prompted strong participation by teachers in decision-making in center planning and operations. A strong policy board, composed of teachers, curriculum specialists, and university staff became a key element in the enabling legislation for the centers.⁶ The board represented the culmination of over one hundred years of intermittent tension between the interests and roles of university personnel and classroom teachers.

Typical center activities reinforce the concept of peer training--teachers training teachers, an old idea whose time has come again. The underlying philosophy of teacher centers and other progressive in-service activities focuses on the strong participatory and decision-making role of the individual undergoing training:

Teachers must be more than technicians, must continue to be learners. Long-lasting improvements in education will come through in-service programs that identify individual starting points for learning with each teacher;

⁶The Federal Register, Vol. 43, No. 7, Wednesday, January 11, 1978.

build on teachers' motivation to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs.⁷

Teachers alone, however, cannot make substantial changes without the support and collaboration of others in the educational system. When administrators, school committees, parents, students, and nearby university representatives engage in dialogue or provide resources, staff development has a longer lasting impact on the entire community than when teachers remain isolated.

Programs based on the philosophy embodied in teacher centers are certainly not new. Peer training in groups or individual counseling sessions, or in reading circles, were significant, although informal stages in the evolution of participant planned in-service teacher education. The major difference is the substantial investment of funds by federal, state, and local educators that today supports and extends the peer training method begun so long ago.

This booklet describes some recent participant planned staff development activities in Massachusetts. These programs share the conviction that participants must be at the center of the decision-making process about what to learn, how and from whom to learn it. Activities are characteristically voluntary, recognizing that the individual makes the ultimate decision of whether and what to learn. To varying degrees, their programs are initiated, governed and designed by participants, offering experiences which are substantial and challenging, presented in an interdisciplinary way, with a variety of materials and experiences.

They have another quality in common: their planners recognize that it takes time for people to change and develop. Although specific programs are profiled or summarized here, they were not isolated in their settings. Program activities were planned to invite participants' continual interaction with parents, artists, business representatives, and others outside the school.

The programs and activities described in this booklet were

⁷Kathleen Devaney and Lorraine Thorn, Exploring Teachers' Centers (San Francisco: Far West Laboratory for Educational Research, 1975).

selected because they embody many of these characteristics. Those included represent only a sampling of many more which were identified by school personnel and other educators throughout the state.

The booklet is divided into three sections. The PROFILES include six programs which represent a cross-section of models serving small, medium, and large school systems. Included in this section are programs which highlight self-help groups, curriculum development, coordination of in-service activities, and peer training. PROGRAM ABSTRACTS provides information on a number of other programs which also met the selection criteria. The information included in this section outlines each program's purpose, its training structure, the number of participants, and the funding source. RESOURCES describes the Teacher Center and Teacher Corps programs in Massachusetts as well as those educational collaboratives and locally-based organizations with extensive experience in staff development.

The Massachusetts Department of Education has produced this booklet for educators and others interested in improving the quality of education by improving the quality of teaching.

SECTION I

PROFILES

These six programs provide a look at how staff development has evolved in various settings with different priorities and needs. Some are self-help groups, some rely on curriculum development workshops, others identify and coordinate system-wide staff development activities. Although these programs developed in different parts of Massachusetts, they share some or all of the characteristics described in the introduction.



THE HEATH SCHOOL GROUP - BROOKLINE

Contact: Margo Wygant
The Heath School
100 Eliot Street
Brookline, MA 02146
(617) 734-1111

The teacher group at the Heath School was initiated by teachers to provide on-site support and help for each other as they experimented with new practices in the classroom. The impetus toward change was largely stimulated by their involvement in two related staff development projects in the system dealing with democratic theory and practices in classrooms and schools. They recognized that it is hard to change, that change takes time and is demanding. The skills they needed to introduce, assess, and sustain change were enhanced by sharing their experiences, supporting and learning with one another.

Located next to Boston, Brookline has a distinctly metropolitan atmosphere with a heterogeneous population. Eight K-8 schools serve the town and feed into Brookline High School. The teacher center (described in the RESOURCES section) is located in the Brookline Education Center.

Boston University's Department of Counselor Education faculty were actively involved in the high school's alternative School-Within-A-School. One focus of this alternative school was the town meeting, in which students, teachers, and administrators made choices together regarding basic organizational, community, and curricular issues. They were learning how democracy can function in a secondary school setting. This led to the question of what democracy might look like with elementary school children. Would it be noticeably different for children at different stages of development?

The Brookline Teacher Center and Boston University faculty, aided by foundation funding, initiated a three year project to explore the meanings of democracy with elementary teachers in their schools.

In 1977 a first group of twelve teachers from Brookline's elementary schools, university professors, and teacher center staff met in seminars for two hours a week for half of the year. These sessions focused on Classroom Democracy: Theory and Practice. One of the teachers in this first seminar taught at the Heath School.

Seminars included presentations, readings, and discussions on human development, democratic theory, and organizing classroom meetings. Democracy in this context is based on the work of John Dewey which includes the social aspects of learning-in-community as well as political democracy. The assumption is that democracy must continually be remade and that the classroom offers an ideal setting for students to practice participating in the issues of rights and responsibilities for both the individual and the group. In their seminar meetings teachers studied the developmental theories of Piaget, Kohlberg, Selman, and Loevinger, sharpening their observational skills to better understand their own students' learning styles. They were able to share observations about how children of different ages learn to participate in the democratic classroom.

Each teacher in the seminar designed and initiated a classroom or school-based project as part of his/her participation in the larger program. Project staff assumed that teachers who were attuned to the needs of their students through daily teaching, observation, and interaction could best describe how they participated in democratic communities.

This group continued during the second year of the project and twelve additional teachers began a similar series of seminars. The two groups met separately, although the issues discussed in each were similar. Toward the end of the second year participating teachers were increasingly able to articulate what democratic teaching meant and what their democratic classrooms were like for elementary school children. During the third year of the project, the teachers are authoring a book, each describing what they did and learned about democratic teaching and classrooms.

Concurrently, an inservice course was offered to Brookline teachers by the Assistant Superintendent for Curriculum and Instruction on the "nuts and bolts" of democracy in the classroom. It centered on how to run class meetings, and included practice in active listening skills, conflict resolution, and community-building activities. While all of these inservice activities were voluntary, many of the Heath School teachers who took this "nuts and bolts" course also joined the second year seminar sponsored jointly by Boston University and the teacher center.

Both the seminar and inservice training course offered classroom visits, videotaping, observations, and student interviews as part of their content. Despite the supportive context, a piece was still missing. Sustaining day-to-day changes in classroom practices required a more frequent and on-site support system. One Heath School teacher invited several colleagues involved in establishing democratic procedures in their own classrooms, to meet together one morning a week before school started. They began to help each other think through issues that arose in their own classrooms as they attempted to implement new processes. Each of the teachers in this morning group would bring a problem to the weekly meeting. Together they

would try to find optimal ways of responding to the problem in a democratic manner. As these teachers began to support each other, learn from each other, they also tested further the theoretical ideas under study.

This Tuesday morning group of teachers represented grades two through six. When school started in September of 1979 the group grew to include a counselor and three additional teachers new to the Heath School. Visitors also occasionally joined the group: teacher aides, the director of social studies, and the assistant superintendent.

There were a number of spinoffs from this weekly meeting group. During the spring, each of the teachers asked their students to choose four peers to represent their own class in a cross-grade meeting. These twenty students met every other Tuesday morning with the teachers for interclass meetings. On alternate weeks, the teachers met alone and discussed the dynamics, problems, and positive aspects of this cross-grade group. The teachers helped each other refine their own skills in facilitating discussions on a wide range of topics with students of different ages.

Changes took place in each of the classrooms so that each teacher now provides a time for discussing issues of concern to students. Meetings are held on making rules for classroom behavior, planning school or class events where responsibilities are assigned by the group, discussing friendship, and dealing with continuing fights between students.

Parents have been interested and supportive and have periodically requested that students meet to help solve a problem they have

identified. Some parents have asked to attend class meetings. Students decide on these requests. If the topic for discussion is personal for any student, they will probably deny the request; if not, an invitation is extended.

Teachers from the Tuesday morning group have also set out to try specific projects with their individual classes. One focused attention on some of the learning blocks faced by his second graders. Together they identified learning "monsters", giving students a new vehicle for discussing fears and insecurities which impede learning.

These teachers have also assumed more leadership in the school at large. A "Library Council" was organized by one of the Tuesday morning group with the school librarian. Students representing each of the classes in this K-8 school meet on a regular basis to make decisions about library policy. The intent is to help students make the library a place for active learning. This council fosters communication and cooperation between students of different ages and grades.

The teacher support group has re-energized the participants individually and collectively by providing them with a consistent forum and support structure. They readily admit that to refine their existing skills and to take new risks, they need support and sustenance. Their own creation of this no-cost model has enabled them to become active learners both as individuals and as a group.

NATICK ELEMENTARY GUIDANCE INSERVICE PROGRAM

Contact: Marilou Cashman
Natick School Department
c/o Town Hall
Natick, MA 01760
(617) 653-0550

Teachers' professional support groups share characteristics of self-help and initiation. They are usually small enough to maintain direct and personal communication among participants. The structure and focus of these groups differ widely. This profile describes a support group formed by elementary school counselors for sharing information, interests, problems and successes. Their focus is the development of a system-wide counseling program. The K-12 guidance and counseling program in Natick was a finalist in the selection of national exemplary programs in guidance by the American School Counselors Association/American Personnel and Guidance Association.

Natick is a town west of Boston with a school system that has 5,873 students and 479 teachers. Like many other systems, it is in transition due to declining enrollments. A small elementary school closed in June, 1980 and reorganization is now underway to shift from junior high schools to a middle school and a four year high school.

The elementary counseling department began in 1965 with one counseling psychologist and grew to its present size in 1976. In the early years elementary counselors felt they were outsiders in the system, with no place and no space. They moved from school to school with little formal recognition of what they did. In response, they began the inservice program described here to provide themselves with the support, information, and resources they needed.

For the last five years, these one and one half hour Monday morning meetings have been a focal point in the lives of the seven elementary school counselors. Members bring problems for the group to help solve, or discuss innovative programs they are beginning or have seen. They help each other to initiate and build school-based programs, take new risks in responding to student problems, and locate available resources. For example, one counselor observed a career awareness program built into a fifth grade class in another system. This counselor discussed the program with the others on a Monday morning which, in turn, led to a similar program in a Natick school.

Aided by a large Pupil Personnel Department with back-up staff for core evaluations, these counselors focus on serving all children in the system. Each has considerable autonomy in planning his or her time: the Monday morning meeting is the one constant on all of their calendars. In addition to supporting each other, if any of them have a need for new resources or seek access to a town agency or service, they invite guest speakers and resource people to join with them on Mondays. By tapping community-based groups for resource people, counselors know whom to contact for various types of problems.

In addition, each of the seven counselors explores areas of particular interest. This allows them to serve as resources to each other and to teachers in the system. Their own interests are also discussed on Monday mornings. These diverse interests have included career education, leading guided imagery, processes of decision-making, and gifted and talented education. Attendance at conferences and workshops, and participation in professional organizations is encouraged by the Natick system and helps to enhance each counselor's expertise.

As a resource for the rest of the group, formally on Monday mornings and informally throughout the week, each counselor participates in

community and school activities. They radiate in all directions, coming together at their weekly meetings. One counselor, for example, chaired a committee to define the needs of children, parents, and staff for services that could be offered by the elementary counselors. The 1977-78 survey conducted by the committee involved all elementary parents and teachers in half of the second and fifth grades. A number of programs were offered during the subsequent two years. The committee, still active, reviews existing programs and reassesses needs.

Between five to eight student counselors from Boston University participate in the Monday morning group during the school year. The student counselors are graduate students in the Department of Counselor Education, and generally come to Natick with previous teaching or counseling experience. They are jointly supervised by Natick counselors and Boston University faculty. The faculty also join the Monday morning sessions periodically and help the Natick counselors keep abreast of the latest research, materials and techniques. These students and faculty expand the capacity of the guidance department and allow each counselor or student counselor the opportunity to pursue special interests.

The counselors also assist the staff development council (see PROGRAM ABSTRACTS) which offers inservice programs for teachers and parents. Counselors survey parents about their interests in subjects, convenient times (morning, midday, evening), and desirable formats (large group workshops, small continuing groups, or longer term courses). Offerings reflect the diversity of requests on the surveys. For example, a small group might consider the problems of the child from a divorced home; a larger one, alcohol or drug abuse.

The staff development council draws on the guidance counselors as a resource to promote the coordination of inservice for both faculty and staff. The counselors offer workshops, lectures, and demonstrations to the entire system and to other systems. Their activities beyond the school building resulted in a ten town counseling consortium formed through The Education Cooperative (see TEC in RESOURCES section).

Monday morning conferences remain a forum for planning and developing new projects and programs and for discussing ongoing concerns of the counselors. A drug and alcohol program, for example, has been planned for over two years and will be implemented in September, 1980. It has taken time, careful development, and the cooperation of multiple institutions and people.

The guidance staff has initiated many concrete programs and has taken a leadership role in pooling energy and resources in the region. Their own support system, which activates itself each Monday morning, serves as a constant source of revitalization.

PROJECT INTERSERV - ATTLEBORO

Contact: Marianne McAllister
Attleboro High School
Attleboro, MA 02703
(617) 222-5150 x 196

Project Interserv is a collaborative project of teachers and administrators in staff development. Like similar staff development councils or inservice training teams, Interserv designs inservice activities in response to needs assessment and evaluation of existing inservice. Interserv staff, themselves former teachers, help teachers to develop onsite programs and write grant proposals; and trains them to be trainers and facilitators for other teachers. Participation in Interserv is voluntary. The quality of their offerings is attested by the high percentage of teachers who use Interserv activities for contracted inservice and/or university degree credits.

Attleboro is located in the southeastern region of the state, not far from Providence, Rhode Island. The school system has nine elementary schools, three middle schools, and a comprehensive high school with a vocational school. It is an urban environment with a heterogeneous population.

Several years of cooperative planning among teachers, curriculum specialists, and administrators led to Project Interserv, funded in 1975-76 by Title IV(C) for a three year period. The advisory committee to Interserv grew out of initial teacher involvement and has remained active throughout the years.

The advisory committee is composed of volunteer teacher representatives from each school in the system, and several administrators, totalling twenty-five members. They function as communication links between Interserv and the schools as well as creating relationships between schools. If new information has to be quickly disseminated, these teachers help spread the information. And conversely, if needs arise that require immediate response,

teachers carry the messages to Interserv.

Interserv's project director responds to an annual systemwide needs assessment and evaluation of inservice programs by designing new programs, locating resources, and matching them with needs. For example, if a group of teachers wishes to develop a small onsite program in a specific area, such as gifted and talented education, they ask for assistance from Interserv. Interserv then helps them focus on specific needs and program objectives, and locates resources to develop the program. In addition, they prescreen grant proposals so they may be coordinated in the system. Interserv's premise is that teachers should decide how to best fill their own needs.

Interserv's primary function is the training and retraining of staff. Interserv's staff, who are former teachers, train teachers to lead inservice programs. Each year teachers are surveyed and asked if they would like to act as trainers or facilitators. Volunteers are then trained for the new roles. For teachers providing these services, after school contractual hours (normally thirty) are credited so that for every training hour they are credited with two contractual hours. All participation in Interserv is voluntary and the thirty contracted after school hours per year for inservice may be fulfilled in a variety of ways. It is estimated that over seventy percent of Attleboro's teaching staff spend more than this time in Interserv offerings.

Parents are one of the greatest resources in this model. They have an advisory committee to Interserv composed of representatives from each school who serve as additional communication links. Parents also assess needs, obtain help in planning from Interserv, and have a calendar listing extensive offerings for parents' continuing

education and interest. Often teacher-initiated projects can lead to parent involvement and vice versa. For example, the dance residency (see PROGRAM ABSTRACTS) could not have begun without strong collaboration between parents and teachers.

Another project begun by a teacher was a monthly newsletter that provides up-to-date information on activities, and encourages teachers to share their ideas and successes through the newsletter. This was intended to supplement the catalog and calendar which list all prescheduled school events, including different task force meetings, inservice meetings, and festivities. After some time, the newsletter was seen as unnecessary but parents later established a very similar newsletter which they maintain.

Attleboro's school system extends the networking concepts of Interserv and is active in various collaboratives in the southeast region of the state. Sessions of the advisory council, and meetings between administrators, curriculum specialists, and Interserv staff take place on a regular basis at Project Spoke (a local four-system collaborative) away from the phone calls and pressures that abound in schools.

Interserv also operates a small center which is a quiet place where professional journals, books, and materials are kept. Teachers meet in each other's schools. They enjoy learning new techniques from seeing other displays and bulletin boards.

Universities and colleges throughout the state have joined with Interserv to offer degree-granting programs offered locally in Attleboro.

Although funded initially for a three year period, this project

was validated by Title IV(C) and received fourth year dissemination funds to provide assistance to school systems across the state. The Attleboro system, however, picked up the salary of the full-time director who coordinates the project. Next year, Title IV (C) minigrants will be available to other systems desiring assistance from Interserv staff.

The impact of Interserv is extensive. In addition to the other Massachusetts schools who have adapted parts of the model during the dissemination year, the staff has received requests from schools in neighboring states. The concept behind Interserv remains simple: the annual needs assessment leads to the location of resources to meet those needs. Participation by all system and system-related personnel strengthens communication among the schools, the administration, and the parents. Active participation in turn leads to a larger resource pool to draw upon in meeting specific needs.

SOUTH HADLEY STAFF DEVELOPMENT TEAM

Contact: Mark Reese
South Hadley Middle School
South Hadley, MA 01075
(413) 536-0718

Creating a professional development program which addresses needs and interests identified by teachers, is much more complicated in today's large and complex school systems than it was when teacher study groups were formed. For teachers today to actively design and implement staff development programs, they must decide what is to be learned and how to learn it. They must engage the cooperation and involvement of administrators and frequently, parents. This requires administrative skills in which teachers may need to be trained. The Hampshire Education Collaborative has trained over a half dozen inservice facilitation teams. Each has grown and taken shape in its own setting. South Hadley's is one of the original teams.

South Hadley is located in Western Massachusetts between Springfield and Amherst. It has a school system with 2,700 students, 210 teachers, eight elementary schools, one middle school, and one high school. The system is a member of the Hampshire Educational Collaborative (HEC) which serves thirteen systems in the Pioneer Valley.

The initial four, half-day workshops trained teams in needs assessment and evaluation techniques. Trainees over the years became trainers, and ran subsequent workshops to train new teams until nine of the member systems of the collaborative had inservice teams.

Teams are now in different stages of development and growth. New

teams and new members of experienced teams continue to undergo training. A newsletter connects all of them and HEC's resource file is now computerized. All member systems share in its use and can share resources with one another through it. These are positive indications of the growth and success of the HEC model.

In January of 1976 the superintendent invited four teachers, committed to working for better in-service programming through the educational association, to attend the training sessions sponsored by HEC. These teachers, joined by one administrator, took part in the training and became a committee which advised the school administration on professional development.

After the initial HEC training, the South Hadley team conducted a system-wide assessment to target specific teacher needs. Next, team members approached the school committee and obtained seed money to plan its first workshop in response to the needs. This first half-day workshop, conducted by the team in the spring of 1976, allowed teachers to choose their own activities.

Although the composition of the committee continues to change and the format of more extensive in-service programs varies, the system still provides a small budget for continuous planning, an annual needs assessment, and programming.

The inservice team meets regularly, rotating its meeting place among private homes of the members. New members are expected to assume responsibilities immediately, and are guided by experienced members who assist in planning an inservice series on an area of concern pinpointed by the needs assessments.

Team meetings are seen as focal points in the members' lives. They have begun to rely on one another as a support network. Team membership is voluntary, but to date, each school has continually had teacher representation. From a membership of four, the committee now numbers twenty.

Workshops and course offerings depend on the needs identified in the annual assessment and have included topics ranging from classroom management, individualization in reading, and techniques in teaching math, to stress and burnout. Each workshop or series is evaluated by participants. Recently, South Hadley, along with many systems for whom declining enrollment is a persistent reality, released a large number of the teaching force. When this occurred, the South Hadley Staff Development Team responded quickly with a workshop on the retraining of teachers. The workshop was attended by approximately half of the system's staff and was extremely well evaluated.

Since the beginning, the South Hadley Staff Development Team and Advisory Committee has been controlled by teachers. Teacher initiated, the team also encouraged participation by administrators. Originally, this team was an outgrowth of the educational association and the school administration and has performed a diversity of roles. Tension has arisen occasionally because the committee has been divided by differing priorities of staff and administrators, but these tensions have remained minimal. A most recent change has led to a new independent status for the team which allows for the inclusion of representatives from both the school committee and the educational association.

South Hadley is fortunate to have many resources. Situated close to the University of Massachusetts and a large number of private colleges, educational opportunities for South Hadley's staff and

Career Education

Contact: Ralph Morganelli
West Middle School
Corthell Avenue
Whitman, MA 02382
(617) 447-6997

System:
165 teachers
2,400 students

This project began in 1975 when a committee representing the district's three local school systems conducted research, assessed needs, and identified resources. They contacted parents and community members and began designing an inservice program. The program focused on bringing career education into the classroom through the regular curriculum. Inservice activities included visits to community business and industrial sites. Professional and local industry representatives were speakers at some of the sessions. A shortened program was designed for librarians.

The program was funded last year by a grant of \$1,600 from the Commonwealth Inservice Institute. One outcome of the inservice sessions is the adoption of Title IV(C) Project Bicep, which will extend the career education program.

Classroom Management in a Multicultural School

Contact: Pat Tabors
Webster School
15 Upton Street
Cambridge, MA 02139
(617) 498-9272

School:
30 teachers
236 students

The classroom management program at the Webster School evolved from discussions in faculty meetings about disciplinary problems and techniques. Two Cambridge psychologists were invited to lecture, and from those sessions an inservice proposal for a course in reality therapy techniques was written. Sessions were conducted as a step-by-step approach to Glasser's reality therapy and combined lectures, discussions, tapes, and movies.¹ Fifteen of the school's teachers participated during the ten week course. Lesley College and district inservice credit were available. A \$1,200 Commonwealth Inservice Institute grant covered the costs.

¹William Glasser, M.D., Reality Therapy (New York: Perennial Library; Harper and Row, 1975).

Conversational Spanish: Northeast Regional Vocational School

Contact: Ken Alpert	School:
Northeast Regional Vocational School	150 teachers
Hemlock Road	1,303 students
Wakefield, MA 01880	
(617) 246-0810	

The Conversational Spanish project was initiated by teachers at the Northeast Regional Vocational School to prepare them to better meet the needs of the growing number of Hispanic students. This concern was translated into a program that emphasized oral, rather than written Spanish, and combined conversations with general informal give and take. At the beginning twenty-six teachers participated, but they were joined by additional staff, including administrative and clerical staff. A Commonwealth Inservice Institute grant of \$3,090 covered materials and instruction fees. A local Spanish teacher served as the trainer.

Conversational Spanish: Washington School, Lynn

Contact: Sandra Rick	System:
Washington School	813 teachers
58 Blossom Street	13,946 students
Lynn, MA 01902	
(617) 592-1463	

Teachers in Lynn were concerned about their inability to communicate with parents of their bilingual students. They invited parents to address the group about their communication problems with teachers. Subsequently, study focused on listening and speaking skills, with some written homework.

The fifteen week course consisted of weekly two hour after school sessions. One hundred teachers, in groups of twenty-five, participated and received inservice credit. Collaborative funding of a \$1,500 Commonwealth Inservice Institute grant, a \$1,500 school committee grant, and other smaller monies covered the fees of the three Spanish-speaking Lynn teachers who served as trainers.

The conversational Spanish course gave bilingual parents the opportunity to address the group about communicating their problems to teachers.

administration abound. Experts in numerous areas are available, and links to credit-granting inservice courses are easily established. Cooperation with HEC still provides energy and opportunities for members to share ideas and resources with other systems in the collaborative.

At present, the team is planning to publish an annual booklet listing courses and other relevant training options throughout the region.

There has been substantial spillover directly into the system from the activities sponsored by the team. Workshops such as one on teacher effectiveness training provided ideas and techniques still in use. Other programs have responded well to politically sensitive issues such as "supervision." This led to the creation of a new supervision model now used in South Hadley schools.

Additional impact of the model comes from training team members to assess needs and successfully present ideas for writing grant proposals. In 1979, South Hadley's fourth and fifth grade teachers wrote a successful proposal for a three year Title IV (C) project for gifted and talented education.

Only a fraction of the team's most dramatic changes have been portrayed in this profile. Personal changes are not as easy to describe, but have a basic impact on the system: a sense of commitment, of sharing, of mutual support; and the feeling of being involved, re-energized, and motivated.

WALTHAM WRITING PROJECT

Contact: Barbara Krysiak
English Department
Waltham High School
617 Lexington Street
Waltham, MA 02154
(617) 893-8050 x 241

Teachers are more than technicians, they are continuing learners. In pursuit of better ways to teach, teachers frequently discover that they must better understand their own learning needs and those of their students. Experiencing high risk, unfamiliar learning situations and developing ways to facilitate their own learning in these settings, are ways of developing that understanding. In the writing project described here, teachers deepened their understanding of the learning needs of their students while they improved their own writing skills.

The city of Waltham, west of Boston, is an urban area with a heterogeneous community. The school system is large, with 8,474 students and 729 teachers. At present there are nine elementary schools, three junior highs and one high school.

The English department has a language arts group, composed of teachers from different schools in the system, who continually examine, revise, and create updated curriculum. This group has met regularly for the past five years. This writing project grew out of these meetings.

During the summer of 1979 the Waltham English Department offered a three day workshop in "Evaluating Student Writing" for K-8 teachers. These workshops were designed so that teachers would go through the writing process themselves, in order to better understand the writing problems of their students.

Unprepared for writing, teachers were uncomfortable on the first day of the workshop, but during the next several days they became extremely

involved. They discovered new things about learning as they themselves became learners. One sixth grade teacher found he needed isolation from the group to successfully put anything on paper. With this came the realization that some of his students might also need specific environmental adjustments to help them succeed.

At the close of the workshop several teachers wanted more time to continue what had begun. Some of the participants joined the ongoing language arts group. Expressing a desire to continue expanding on their writing work, two teachers, in collaboration with the English director, wrote a successful proposal to the Commonwealth Inservice Institute. This allowed them to create a series of seminars, consisting of eight three-hour after school sessions, open to all teachers and administrators.

The first seminar group had a cross-section of teachers and administrators among its seventeen participants. The forty-five who enrolled in the three seminars had representatives from building administrators; elementary teachers; science, music, and mathematics teachers; and English and social studies teachers. A communications network crossing schools and disciplines began.

In each of the three groups, decisions on content and focus were made by the participants. They evaluated their own workshops and revised them as appropriate. The English director was asked not to be present in groups where teachers she would be evaluating were enrolled.

In retrospect it was felt that a group of seventeen participants was too large for a task that required risk taking for success. Subsequent groups decided that thirteen to fifteen members was the optimal size.

Initially, teachers found the lack of specific content assignments to be difficult. Once a piece was written the group worked together in criticizing it, utilizing holistic assessment techniques. Ground rules were established that required one positive statement for three critical comments. The groups became support systems for the teachers, preparing participants to take the risks that are inherent in any writing assignment.

All three groups had different experiences. The only constant was the cookies and coffee served at the beginning of each meeting. A total of forty-five people helped build the next steps, and the evaluations led to recognition of previously unnoticed constraints. It was found, for example, that the most effective time to introduce new ideas and to begin seminars was before Christmas vacation. The last sessions which began in February and ended in April were affected by vacations and the concerns of reduction in the teaching force. Another finding from the evaluations was that the teachers would have preferred to begin with more structure in the writing experience and progress to less structure as peer support networks grew.

Individual teachers found that they became very interested in specific aspects of writing and have requested that next year's program include topics such as poetry and children's literature.

The major change taking place is the increased self-esteem of teachers who previously felt they could not write, and now know they can. One sixth grade teacher who previously felt insecure in his writing skills, ran a writing contest for fifth and sixth graders. This contest included holistic assessment of the papers.

Participating students were sent formal letters of recognition. Writing samples are posted in the school committee's chambers in order to provide high visibility for writing as a communication vehicle.

Teachers from the writing seminars have motivated other teachers to become interested in writing. Those who are also involved in the language arts group have been conducting system-wide workshops for other teachers on the holistic approach to writing. The English supervisor now sends out a weekly newsletter which keeps communication channels between teachers and administrators open. It suggests reading materials and includes ideas from teachers.

The sense of empowerment of teachers is evident in their own actions: a science teacher is better able to help students write laboratory reports; a mathematics teacher has learned that articulation, previously difficult for him, is easier and more gratifying through the pen. Teachers plan to produce a magazine that features work by both students and teachers alike as a way to highlight writing achievements.

WORCESTER TEACHER TRAINING MODEL

Contact: Barbara A. Boschert
Staff Development Office
Worcester School Department
20 Irving Street
Worcester, MA 01609
(617) 798-2521

However adequate preservice training may be, learning how to teach seems to be largely a matter of practice. The best sources of good teaching, therefore, are often experienced teachers themselves. This profile shows how a system uses experienced teachers as resources and advisors to other teachers in a major development project.

Situated in the central part of the state, Worcester has a large urban school system with forty-nine elementary schools, six middle and junior high schools, and four high schools. A total of 1,904 teachers serve the 23,883 students in the system.

In 1978, after a decade of extensive inservice programming, the Worcester School Committee released three teachers on full pay to serve as teacher trainers, at the request of the school department's staff development office (directed by a former teacher). Each teacher was responsible for a specific area of content, and for one specialization: mainstreaming, individualization, or human relations and ethnicity. The three positions were funded for two year cycles.

The teacher trainers begin each school year by attending conferences and inservice days and presenting what they can offer to other teachers. They attend training sessions for new teachers entering the system. Any teacher can request their services. Presently there are far more requests than time to fill them--one evidence

of need, and of success.

Each of the three teacher trainers sets his or her own schedule and priorities. This flexibility encourages each to capitalize on strengths. One teacher trainer, at the request of a principal, worked on a regular basis during the year with all of the seventh and eighth grade teams of teachers in a middle school. This trainer was asked to help the teachers identify necessary skills in special education and mainstreaming. Once this was accomplished, the teachers wrote a Commonwealth Inservice Institute proposal which was funded for a long term inservice program on solving problems associated with mainstreaming.

Experience has shown that once one teacher in a school requests assistance, there is a snowball effect and others ask for help. The teacher trainer then networks these teachers so that they can help each other in his or her absence, and can continue working together after the teacher trainer is gone.

Although identified with specific areas of content, teacher trainers promote an interdisciplinary focus. For example, the teacher trainer in mainstreaming has spent a great deal of time effectively bridging the schism between special education and regular classroom teachers in a number of elementary schools, and the middle school previously described. This work helps teachers identify how curriculum modifications can be made.

A primary job of the trainers has been to identify and utilize the resources that abound in the Worcester area. A key aspect of their job is creating links between the needs of the teachers and the resources to address those needs.

The recycle center, located in a former elementary school building, is staffed by a parent volunteer. This center is open two days a week to provide teachers with real, manipulative materials and objects for the classroom, free of charge. The recycle center collaborates with more than eighty-two manufacturers and suppliers in the Greater Worcester area offering teachers an ever-changing treasure of clear and colored contact paper; bins and boxes of foam and fabric; wood; supplies of paper in various textures, sizes and colors; small and large masonite pieces; string; yarn; and a wealth of other unusual and stimulating recycled materials.

In exchange for the use of materials, teachers are asked to return examples of products made with the materials to the center. This provides a constant regeneration of ideas throughout the system, for teachers from all schools use the recycle center. Teacher trainers have also introduced teachers to this center by going with them to pick out supplies for a specific project.

The media center, located in the same building, has both equipment and technical expertise available for use by the Worcester Public Schools staff. Trainers accompany teachers who need to locate materials, or want to learn to use a specific machine. Teachers receive training right at the center.

Universities, colleges, and cultural institutions provide other opportunities for trainers. Their networking is also formalized in the SHARE AND EXCHANGE newsletter, edited by one of the trainers. This newsletter describes resources available for classroom teachers, and also includes articles by them about programs and activities in their own schools.

Another unique aspect of this program is the support it receives from the school committee, the administration, and the teachers themselves. As the next cycle is about to begin, applications from about fifty teachers within the system for the trainer positions indicate how much the program is valued.

One of the key features of this program is its flexibility in meeting changing needs and resources. The snowball effects of several changes initiated jointly by trainer and classroom teacher have been described. What cannot be shown in words is the vitality this model brings into the entire school system as it slowly empowers teachers to learn, to initiate new activities and, in turn, to become resources for other teachers.

SECTION II

PROGRAM ABSTRACTS

These abstracts further reflect the diversity of staff development activities in Massachusetts. They offer a variety of programs and ideas which other educators may want to adapt to their own settings. The information to the right of the address describes the school or setting for the program. Further information is available from each program directly. The abstracts are organized alphabetically by content.

Creative Movement in the Elementary Classroom

Contact: Claire Mallette, Jan Thibodeau
Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, MA 02703
(617) 222-1419

School:
30 teachers
561 students

The dance program was developed at the Hyman Fine School by two teachers who received their Master's degrees in dance through a collaboration between Project Interserv (see PROFILE section) and Lesley College. The program shared a dance residency with a North Attleboro school, and the ACME Dance Company, under the direction of James Cunningham. The goal of the project was to integrate movement into teaching styles and curriculum through heightened awareness of movement and dance. Nine teachers, each representing their own six teacher teams, were active participants in the training. Dancers worked intensely with twenty-four students as a demonstration model for teachers, presenting techniques and activities. Another 260 students were directly involved in this residency. In a second year, students' writing in the classroom will provide the base of the dance company's choreography. The school principal joined the two initiators in a summer dance workshop.

Project staff made systemwide presentations describing the program and the community-at-large participated in open Saturday morning dance workshops. Project directors offered training in the arts through Interserv to both Attleboro and neighboring system teachers.

Community support was an integral part of this program with parents raising over \$2,000 to match the \$2,000 of funds from the National Endowment for the Arts.

Next year a full dance residency, plus a writer-in-residence will be funded through the National Endowment for the Arts, the Commonwealth Inservice Institute, the Artist's Foundation, and matching funds raised by parents.

Gifted and Talented Education

Contact: Kenneth Eckberg
Deer Hill School
206 Schier Street
Cohasset, MA 02025
(617) 383-6115

Two schools:
31 teachers
770 students

Thirty teachers from the Deer Hill and Osgood schools participated in this course, designed to improve identification procedures and broaden staff and community appreciation of giftedness. The Renzulli Enrichment Model was used as formal lectures were combined with ten to twelve hours of on-site work with consultants.¹ Fifty-five parents took a concurrent three-day workshop.

Twelve weeks of three-hour weekly meetings after school were conducted by outside consultants. Bridgewater State College credit was offered. \$1,700 in Commonwealth Inservice Institute funds and approximately \$900 in school funds covered the costs.

Integrating Arts into the Elementary Curriculum

Contact: Kyle James
Quabbin Regional School District
Henry Woods Building
Barre, MA 01005
(617) 882-3392

Four participating schools:
69 teachers
1,059 students

The Arts Council of Franklin County offers dissemination funds to schools wishing to emphasize the arts and oversees the integrated arts program. A regional CETA worker and two teachers in the Quabbin district identified needs, resources, and areas of interest in the school curriculum. Ten teachers (K-6) created "kits" that help teachers integrate the arts. Examples include: The Magical Forest, (working with wood products and forestry), Fibers and Fabrics (transforming raw materials and the structure of synthetics), and Creative Dramatics. Each kit includes materials and resource guides.

Ten ninety-minute meetings after school each week formed this inservice course. Teachers also kept journals, gathered materials, and designed activities for kits. A \$1,275 Commonwealth Inservice Institute grant from the French River Teacher Center, combined with dissemination funds from the Arts Council of Franklin County, paid for materials and a consultant.

¹Joseph S. Renzulli teaches at the University of Connecticut and has authored several articles and publications on the identification of giftedness.

Mainstreaming Students With Special Needs

Contact: Virginia Chalmers
Martin Luther King School
100 Putnam Avenue
Cambridge, Mass. 02139
(617) 498-9263

School:
60 teachers
560 students

The school's Parent/Staff Policy Board and a special education consultant developed a model for mainstreaming special needs students into the open program of the Martin Luther King School--an alternative magnet program. A week long seminar, funded by the Cambridge School Department, combined lectures and discussions. During the academic year, "child study" meetings were held every third week and focused on individual case studies, problems, and methodology. On-site consultation was available to teachers. Seven teachers, six assistant teachers, tutors, and other special education staff participated. The program involved 155 students.

A \$1,500 Commonwealth Inservice Institute grant covered training fees and materials. A mental health consultant was the trainer, and inservice credit was available for the year-long program.

Middle School/Transition to Adolescence

Contact: Phil Dzialo
George Crittenden Building
Ashfield Street
Shelburne Falls, MA 01370
(413) 625-2555

System grades 5-8:
65 teachers
550 students

In 1976, teachers, parents, and administrators in a nine town area formed a committee to discuss the problems of transition from the small and intimate grammar schools to the large regional junior high school. The committee examined literature about fifth to eighth grade students and developed a profile of the educational, social, and psychological needs of this student population. From this study, the Conceptual Middle School project was developed to better meet student needs and ease the transition between schools through a reorganization of the region's six elementary schools, and the establishment of a middle school for grades 5-8.

The project's steering committee (composed of teachers, parents, and administrators) meets monthly, the implementation committee, weekly: both serve as forums for discussion and vehicles for implementation. Facilitators come both from within and outside of the system. Title IV(C) monies provide for transition planning, hiring, reorganization, and teacher training.

Music Inservice Workshops

Contact: Mary Healy, Supervisor of Music
North Andover Middle School
495 Main Street
Andover, MA 01845
(617) 687-2516

Elementary schools:
94 teachers
1,572 students

Music specialists in the Andover schools organized these workshops in order to share their skills with regular classroom teachers in the elementary schools. A survey of teachers revealed strong interest in learning more about music. They wanted to supplement their students' music education but lacked the skills. The music specialists organized workshops focusing on techniques that could be used by the teachers in their own classrooms including work with words, body movement, rhythms, and sounds.

Two three hour workshops focusing on the Kodaly method of training were attended by approximately sixty K-3 teachers. An outside consultant was paid by school system funds.

Public Health/Nutrition

Contact: Elaine Tortora
District V Schools
65 Bailey Street
Dorchester, MA 02124
(617) 288-6080

District V:
750 teachers
8,000 students

This district-wide program was started by teachers who had heard about a similar six-week program in a Dorchester middle school. The goals were to familiarize parents, teachers, and community members with aspects of health and nutrition, and to create a district-wide public health and nutrition curriculum for grades K through twelve. About seventy-five participants including teachers, parents, and community members attended lectures and demonstrations.

The fifteen-week format consisted of two-hour weekly meetings after school. Boston State College graduate credits were available to teachers, undergraduate credits available for parents. A \$2,100 Commonwealth Inservice Institute grant covered materials and consultants. Two nutritionists from two neighborhood health centers were trainers and additional instruction came from a Title IV(C) project, "Learning for Life" (Newton), and the New England Dairy Association.

Resource Centers: Teacher Corps

Contact: Jean Esposito
20 Irving Street
Worcester, MA 01609
(617) 798-2521 x 60

Four Schools:
263 teachers
3,200 students

Like all Teacher Corps projects, this Worcester/University of Massachusetts, Amherst project focuses on staff development programs which improve school learning. One way this objective is implemented in Worcester is by establishing a resource center in each participating school.

These resource centers provide space and programs which draw parents and teachers together. Activities include workshops on teacher-parent communication and multi-cultural activities. Teacher Corps staff serve as classroom advisors, establishing direct and personalized contact with teachers in their classrooms. They also serve as resource people in linking pre-service and new teachers with experienced teachers. A bilingual team leader coordinates community and school involvement. All staff development activities are designed to increase teachers' ability to initiate professional development activities and to serve as peer trainers at other schools.

School Climate: Project TRY

Contact: Eileen Marland
Old Rochester Regional Junior High School
Marion Road
Mattapoisett, MA 02738
(617) 758-4928

School:
40 teachers
497 students

Counselors began TRY (Teacher Rejuvenation Year) to improve the school environment and teacher effectiveness by addressing specific needs, concerns, and interests through inservice training. Thirty-seven teachers participated in the training which included lectures, workshops, demonstrations, and small group activities. Topics included: reality therapy, behavior modification, role playing, mainstreaming, and educational skills in the business world. Future plans are to continue these beginnings with a "Parent Effectiveness Training" program for parents and teachers. Fifteen weeks of training were held after school and inservice credit was offered. Sessions were one and one half hours. A \$2,500 Commonwealth Inservice Institute grant covered materials and the fees for six consultants.

Science in the Natural Environment and the Special Needs Child

Contact: Joan Huber
Prescott School
Groton, MA 01450
(617) 448-6040

School:
18 teachers
125 students

Groton teachers wanted to utilize their rural environment as a resource to integrate field experience with science and environmental studies. They believed that environmental education was important to all their students and felt that outdoor activities provided effective methods of mainstreaming the school's large population of special needs students. This program sought to systematically structure environmental activities into all curricula through training workshops and on-site consultation.

Eighteen to twenty teachers from the district (primarily nursery and kindergarten teachers) participated in five, two-hour workshops held after school. A \$980 Commonwealth Inservice Institute grant covered project costs.

Sign Language

Contact: Pat Donato
Burgess Elementary School
Cedar Street
Sturbridge, MA 01566
(617) 347-7041

School:
50 teachers
723 students

Teaching American Sign Language was developed to train teachers to better serve the needs of a deaf, nonverbal child recently enrolled at the Burgess Elementary School, and to aid in the students' communication with the child. This project grew from an eight-year-old sensitivity training program emphasizing awareness of all aspects of communication to improve the school climate.

A \$900 Commonwealth Inservice Institute grant covered materials and the fees of a consultant who is himself deaf. Ten workshops consisted of ninety minute weekly sessions after school. Half of the school's staff, eighty students, and local community groups, took part in learning the sign language. For teachers, one in-service credit was available.

Staff Development Council: Natick

Contact: Dan Mangini, Director of Staff Development
13 East Central Street
Natick, MA 01760
(617) 653-0550

System:
460 teachers
5,873 students

The Natick Staff Development Council coordinates staff development offerings for the Natick school system. The council, which was initiated in 1977, is composed of a representative group of teachers, librarians, and counselors who assess teacher, staff, and parent needs and coordinate inservice training for the district's fifteen schools. The council meets monthly and plans inservice programs for the eight release days. It also provides resources for on-site consultations upon request and for after school programs. Presently, resources are being computerized in a "bank," listing teachers with expertise in a particular area. Programs are often planned in conjunction with other groups in the system and the community (see profile on Natick's elementary counselors).

The council has developed and implemented several Commonwealth Inservice Institute grants, including ones on gifted and talented education and adaptive physical education.

Teacher Support Group

Contact: Kitty Boles, Alan Medville
Edward Devotion School
345 Harvard Street
Brookline, MA 02146
(617) 734-1111

School:
65 teachers
825 students

The "Pod" group at the Devotion School began in the fall of 1978 by a group of five teachers who met for two to three hours on Friday afternoons. This original group all taught in the same wing of the school, and began meeting as a mutual support group, discussing problems, students, curriculum, and other areas of interest. The group has grown to ten teachers who discuss similar subjects and also pool their resources for the benefit of the entire school. During the first year, the group ran a support program for its members by observing each other's classes. This decreased the isolation of teachers who shared their observations with the group, offering friendly feedback, suggestions, and support.

The "Pod" has been the source of various interclass projects. In the past two years, they have organized a "Thanksgiving Feast" with their students preparing and serving the meal. A system of "Pod" reading has evolved in which teachers and students take a quiet time reading together. The "Pod" has run games for students and planned a Memorial Day program for the entire school. The group is now discussing the possibility of exchanging classes for a day. Most of all, teachers enjoy their exchange and the mutual support they have created.

SECTION III

RESOURCES

This section includes state, local and national organizations with experience in staff development. There are teacher centers, Teacher Corps projects, educational collaboratives and other groups that provide information, technical assistance, and/or funds. In addition, local colleges and universities have programs and people who can also assist in the design and implementation of inservice programs.

State Resources

Commonwealth Inservice Institute

Contact: Patricia Brown
Massachusetts Department of Education
31 St. James Avenue, Room 536
Boston, MA 02116

The Commonwealth Inservice Institute is based on the principles that inservice education is radically different from pre-service education, and that the most effective inservice education programs are those with a high degree of participant control. The initiative for inservice programs rests with school personnel who, as a group, have an objective and a plan to meet that objective through inservice education. This group should include all or most of the staff who will be directly affected by the changes the program is designed to bring about and all those in the school community (teachers, counselors, administrators, paraprofessionals, parents) whose active support is needed to make these changes.

The Institute provides funding for inservice programs which meet the following requirements:

1. are designed by and for school staff whose participation is voluntary;
2. are designed to improve classroom teaching or specific educational services in a school or department;
3. are actively supported by the school administration; and
4. meet local needs and promote state and federal priorities.

Institute funding operates through the Department of Education's six regional education centers and is overseen by subcommittees of the regional education councils the majority of whom are classroom teachers. Regional centers keep school systems informed of funding opportunities and assist groups who are interested in staff development. Proposals for funding are submitted to the regional centers. If you have a program which meets the above requirements, or if you would like further information, call the Institute staff member at one of the regional centers listed below:

Central Mass. Regional Center
(617) 835-6266

Pittsfield Regional Center
(413) 499-0745

Greater Boston Regional Center
(617) 547-7472

Southeast Regional Center
(617) 947-3240

Northeast Regional Center
(617) 727-0600

Springfield Regional Center
(413) 739-7271

Massachusetts Teachers Association

Contact: Fred Andelman
20 Ashburton Place
Boston, MA 02108
(617) 742-7950

The MTA has four programs available to all their local associations or individual members. These programs are offered statewide through the five regional offices.

1. The Office of Professional Development conducts workshops and seminars in areas of immediate concern to teachers. Staff keeps up to date so it can be responsive to requests for information and the latest concerns of members. Examples are stress, burn-out, and retraining.
2. PGEI (Post Graduate Educational Instruction) develops workshops and courses on a given theme. A steering committee of teachers helps identify areas of concern. Once identified, a teacher's planning committee with expertise in the area develops presentations stressing new techniques and activities.
3. MTA/Fitchburg State College Program offers individualized learning opportunities leading to a degree. Content can be school specific, system, or regionally determined.
4. The MTA works with teacher groups to help them design staff development programs and ease relationships between teachers and their school districts. They also offer consulting services which aid in proposal preparation.

Local Resources

Educational Collaboratives

Boston Area

EDUCATION COLLABORATIVE FOR GREATER BOSTON, INC. (EdCo)

Contact: Judith Opert Sandler
20 Kent Street
Brookline, MA 02146
(617) 738-5600

EdCo is an educational collaborative composed of fourteen school districts in the Greater Boston area. The collaborative is both grant and member supported. The EdCo professional development staff is assisted by a professional development advisory committee composed of teachers and administrators from the member districts. This committee helps to identify interests of teachers not covered through other staff development options in the various school districts. In response to these expressed interests, EdCo plans lectures, seminars, courses, workshops, and conferences which are advertised to all 15,000 educators in the member districts through semiannual brochures. All activities are offered at a nominal fee. EdCo encourages a networking of resources among the fourteen districts.

Chelmsford

MERRIMACK EDUCATION CENTER

Contact: Jean Sanders
101 Mill Road
Chelmsford, MA 01824
(617) 256-3985

The Merrimack Education Center (MEC) serves twenty-two towns in the Merrimack Valley. MEC offers services to teachers, administrators, and parents, in the form of specialty workshops, information services, consulting services, and leadership management. MEC maintains several resource files for inservice programs, such as the National Practice File, and a successful practice file on consultants. Consultants/trainers for inservice programs are either employed or hired by MEC. Inservice courses are offered for Fitchburg State College credit. MEC distributes administrative needs assessments and teacher questionnaires annually, and the MEC Inservice Commission meets on a monthly basis to plan inservice programs and to discuss priorities and needs.

Gardner

CAPS COLLABORATIVE
SPECIAL EDUCATION GRANT

Contact: Judy Hunt
CAPS Collaborative
160 Elm Street
Gardner, MA 01440
(617) 632-2208

The CAPS Collaborative is composed of seventeen towns who send their students with severe special needs to six programs within the district (approximately one hundred students). The collaborative responded to the need for inservice training by designing a program based on teacher designated areas of interest. These areas included behavioral management, sex education for students with special needs, parent-teacher relations, programming for mainstreaming, classroom management, and recent research. The project's goal is to meet expressed needs through the dissemination of information, workshops, discussions, and lectures.

Natick

THE EDUCATION COOPERATIVE (TEC)

Contact: Karen Carmean
c/o Memorial School
Eliot Street
S. Natick, MA 01760
(617) 237-3028

The Education Cooperative (TEC) is a collaborative of ten school systems (Dedham, Milford, Natick, Needham, Norwood, Walpole, Wayland, Wellesley, Weston, and Westwood) providing educational services to effectively meet the needs of teachers and students in member communities.

TEC offers direct services to parents and teachers, and provides inservice training to teachers in the form of short workshops, long courses, conferences, and consultation services. Examples of TEC projects include: research on middle schools and early adolescent development, "Planning for the 80's," and an artist-in-residence program planned by parents (see Natick profile).

Northampton

HAMPSHIRE EDUCATIONAL COLLABORATIVE (HEC)

Contact: Mary Alice Wilson
58 Pleasant Street
Northampton, MA 01060
(413) 586-4590

The Hampshire Educational Collaborative (HEC) is composed of eleven member systems in western Massachusetts. HEC is dedicated to the improvement of inservice education through the training and development of inservice facilitation teams in its member systems (see South Hadley profile). Six such teams have been trained by HEC and include Easthampton, Granby, Northampton, South Hadley, and Ware. The sixth team is in Greenfield (although not a collaborative member).

HEC houses a "resource bank" for use by its members that includes information about available grant monies and projects. HEC also publishes a monthly newsletter, "Inside Inservice" which lists HEC activities and area offerings available to all collaborative members. These include cross-system support groups around specific interests or content areas such as history, or teaching in resource rooms.

HEC has funds from Title IV(C), P.L. 94-142 and a grant from the Bureau of Education for the Handicapped (BEH).

Norton

PROJECT SPOKE

Contact: John A. Stefani, Director
37 West Main Street
Norton, MA 02766
(617) 285-7766

Project SPOKE serves four member systems: Easton, Foxboro, Mansfield, and Norton. The collaborative began in 1968 with membership funds. Services are also available to other systems. Attleboro and Wrentham have paid Project SPOKE for specific services. Facilities and resources include an extensive circulating film library, media facilities, and group meeting rooms (used extensively by member schools). The collaborative offers assistance in proposal writing and a number of federally funded projects have originated at Project SPOKE. Courses and workshops are available on site or within member school systems.

Teacher Centers

Teacher centers are places where participants, largely teachers, but including administrators, counselors, aides and sometimes parents, govern, design and implement their own staff development programs. They are characteristically informal places, located in or near a local school, with areas for work, meetings and resource materials.

Teacher centers vary according to local setting, organizational structure and program emphasis. However, they tend to share commonalities in educational belief and practice. For instance, centers respond to teachers' own definitions of their continuing learning needs by offering instruction and material support. Teachers develop, adapt, and elaborate curricula, individually and together, teaching and encouraging one another. Centers invite teachers to participate in the design of their professional development programs, working collegially with administrators, university staff and school committee members.

There are more than a dozen teacher centers in Massachusetts. Five centers are funded by the United States Department of Education Teachers Centers Program: Amherst Area Teacher Center, Boston District V Teacher Center, Easton Teachers' Center, French River Teacher Center, and the Nantucket Learning and Resource Center. In addition to common educational beliefs, they all share a particular governance structure, required in legislative regulations. Fifty-one percent of each policy board must be classroom teachers, including representatives of vocational and bilingual education. In addition, the policy board must include local school committee members, school administrators, and university school of education staff. This board sets policy, hires staff, and oversees the general operation of the center, all in collaboration with the local school district. This governance structure assures the relevance of the teacher center's program to the continuing learning needs of local educators.

While all federally funded teacher centers share this governing structure, their programs vary. Each has some similar activities, but the emphasis frequently differs, according to local needs and opportunities.

Amherst

AMHERST AREA TEACHER CENTER

Contact: Merrita Hruska, Director
Amherst Area Teacher Center
East Street School
Amherst, MA 01002
(413) 253-9363

The Amherst Area Teacher Center (AATC) is founded on the belief that teachers know what they need for their own professional and personal growth and development. Teachers have identified the six target areas: (1) pre-adolescent and adolescent needs, (2) multicultural and nonsexist issues, (3) writing skills, (4) leadership development, (5) school transition issues, and (6) parent/teacher communication. Each of the eleven schools also works on a priority area chosen to meet its own unique needs. Support is provided for a wide variety of activities and services. Provisions are made for workshops, university courses, and conferences. Teachers are encouraged to be resources to each other by leading workshops and conferences in their area of competency.

An incentive award system is an integral part of the program. Grants provide financial support for teachers to pursue projects of their own choosing and design. The scope of these projects is as diverse as the teachers themselves, and projects have included the development of curriculum units and kits, slide shows, catalogue systems; and visiting other classrooms.

Each school has a designated teacher center space and a teacher center representative visits each school regularly. The Amherst Area Teacher Center began operation in 1978.

Boston

BOSTON DISTRICT V TEACHER CENTER

Contact: Elaine Tortora, Director
Puritan Mall
Morrissey Blvd.
Dorchester, MA 02124
(617) 436-5845

The District V Teacher Center opened its doors in the summer of 1980. Facilities include a staffed media center, and room for group meetings and informal conversation. Plans call for a general purpose teacher center, which will offer a variety of inservice training options and other resources to District V schools. Inservice programs conducted by the District V Teacher Center include projects on academically talented students, writing individual educational plans, and a bilingual program for teachers.

The District V Teacher Center, funded in 1979, operates under a United States Department of Education teacher center grant.

Easton

THE EASTON TEACHERS' CENTER

Contact: Joanne Galipault, Director
Unionville Building
140 Washington Street
North Easton, MA 02356
(617) 238-4414

The Easton Teachers' Center is located in a quaint two-room schoolhouse, built in 1898 and maintained by the Easton school department. The center houses a meeting area, a recycle/materials production area, and a resource library which includes a community resource file. Services include publication of a monthly calendar and newsletter. This center, begun in 1979, was supported by a United States Department of Education planning grant. A system-wide needs assessment was conducted and a variety of program components were field tested and assessed. Currently in their first year of full operation, the center is developing programs in the areas of elementary science, classroom management, language arts and reading. The Easton Teachers' Center serves the 250 teachers and administrators.

Nantucket

NANTUCKET LEARNING AND RESOURCE CENTER

Contact: John D. Miller, Director
Vesper Lane
Nantucket, MA 02554
(617) 228-4612

The Nantucket Learning and Resource Center (NLRC) offers a variety of services to Nantucket school staff. Due to the small size of Nantucket Island, and the presence of a stable, closely knit, year-round population, there is a great deal of community involvement in the center.

NLRC provides seminars, workshops, and inservice courses; short-term classroom consultation services; and several innovative programs. These include a ropes course, field trips, and a "Guide on the Side" program which introduces teachers and students to natural science curricula. Currently, the center is working with the Nantucket school department to plan staff development programs based on teacher-identified priorities. A quarterly "NLRC Newsletter" and "The Nantucket School Bell" are published as a service to the community. NLRC houses a professional library and meeting room; and contains equipment for teacher's use, including audio visual materials, a darkroom, and laminating and printing equipment.

Oxford

FRENCH RIVER TEACHER CENTER

Contact: Robert Richardson, Director
Box 476
Oxford, MA 01537
(617) 987-0695

French River Teacher Center is located in a new solar heated building which offers space for expanded resources and activities. It offers a variety of programs for teachers, from short workshops and inservice courses to onsite consultation. The new facility has room for group meetings and an area for "make and take" workshops. Programs include a master's program in reading for Southbridge and Sturbridge educators conducted in collaboration with local universities.

In addition to United States Department of Education funding, sources of support include fees from courses, Title IV(C) and Commonwealth Inservice Institute monies.

Like federally funded teacher centers, other Massachusetts centers share the goal of participant control and design of staff development activities but they have different governing structures. A major difference is in their funding bases which may include local system or university support, plus program or research funds from consortiums, collaboratives, membership fees, private foundations, consultant contracts, and federal or state categorical funds. Program emphases also reflect local needs.

- The Teacher Center of Brookline has designed programs which address the needs of experienced teachers, published teacher articles about their classroom practices and staff development activities, and sponsored teacher-conducted research projects
- The English High Teacher Center is open to all teachers in the Boston area with a program particularly geared to secondary teachers. The program is organized in conjunction with the University of Massachusetts/Amherst and offers graduate credit.
- The Integrated Day Program at the University of Massachusetts/Amherst offers both pre-service and inservice programs with undergraduate and graduate degrees.
- The Teacher Center of Newton has two basic themes: teacher-led workshops, and bimonthly teachers' luncheons with presentations. It is staffed each year by a different teacher on a half-time basis.
- The North Shore Education Center (Beverly) serves public and non-public educators, parents and community members, providing a large recycle center with displays of materials used in classroom in addition to a monthly newsletter and "Doing Workshops" that translate theory into practice. They also have a resource library.
- The SEED Center conducts both short term workshops and longer term courses for which graduate credit is available. They have recently published a book "Teacher Centering: A Resource Guide" available at cost from the SEED Center, Crittendon Building, Ashford Street, Shelburne Falls, MA 01370.

Further information about Massachusetts teacher centers can be found in the Massachusetts Teacher Center Directory, available from the Massachusetts Department of Education, Division of Curriculum and Instruction, Room 536, 31 St. James Avenue, Boston, MA 02116.

Teacher Corps

Teacher Corps projects are federally funded five year educational programs for low income students. Their focus is on staff development to improve education within the local school system. Projects require university, local school system and community collaboration in the implementation of inservice training of teachers.

There are 132 Teacher Corps projects nationally. The four listed below are located in Massachusetts. Contact them for more information.

BOSTON STATE COLLEGE/BOSTON PUBLIC SCHOOLS TEACHER CORPS
Contact: Cleveland Clarke, Director
Boston State College
625 Huntington Avenue
Boston, MA 02115
(617) 731-2567

The four school sites of this collaboration are: the Jeremiah E. Burke High School, the Rochambeau Elementary School, the Oliver Wendell Holmes Middle School, and the Mather Elementary School.

LOWELL/LESLEY COLLEGE TEACHER CORPS

Contact: Alan Alson, Director
Lesley College
29 Everett Street
Cambridge, MA 02138
(617) 868-9600 x 269

The Lowell schools involved in this Teacher Corps project are: the Green School (K-4), the Bartlett School (K-8), and Lowell High School (9-12).

NORTHEASTERN UNIVERSITY/BOSTON PUBLIC SCHOOLS TEACHER CORPS

Contact: John Norwood, Director
108 Dudley Street
Roxbury, MA 02119
(617) 427-0220

This collaborative project focuses on three public schools in Boston: the Blackstone Community School, the James P. Timilty Middle School, and Roxbury High School.

WORCESTER/UNIVERSITY OF MASSACHUSETTS AT AMHERST TEACHER CORPS

Contact: Jeannette P. Esposito, Director
Worcester Public Schools
20 Irving Street
Worcester, MA 01609
(617) 798-2521 x 69

School sites for the Worcester/University of Massachusetts Teacher Corps are: Union Hill Elementary School, Worcester East Middle School, Harrington Way Junior High School, and North High School (see program abstract for details on this Teacher Corps project).

National Resources

The following groups support inservice training and staff development programs through conferences, meetings, publications, and networking. Write to any of them for specific information on their programs and services.

American Federation of Teachers
11 Dupont Circle
Washington, DC 20036

National Council of States on Inservice Education
123 Huntington Hall
Syracuse University
Syracuse, NY 13210

National Education Association
1201 16th Street, NW
Washington, DC 20036

National Staff Development Council
206 Oak Hill Drive
Oxford, OH 45056

Teachers' Centers' Exchange
1855 Folsom Street
San Francisco, CA 94103

United States Department of Education
Teacher Center Program, Allen Schneider, Chief
Riviere Building
1832 M Street, NW
Washington, DC 20036

United States Department of Education
Teacher Corps
400 Maryland Avenue, SW
Washington, DC 20202

Other Resources

ADAPTIVE ENVIRONMENTS

Contact: Cora Beth Abel, Director
Katie Ahern
Massachusetts College of Art
26 Overland Street
Boston, MA 02215
(617) 266-2666

Adaptive Environments offers graduate level courses for teachers, parents, clinicians, and designers on adapting learning environments to the needs of children. They sponsor an annual spring three-day working conference with seminars and workshops, and recommend cost-effective curricula for on-the-job training. Intensive inservice training is also available upon request.

Adaptive Environments is a special project of the Bureau of Education for the Handicapped (BEH), Personnel Preparation Division through the Western Massachusetts Training Consortium in cooperation with the Massachusetts College of Art.

ARTS RESOURCE CENTER

Contact: Kate Rutherford, Director
The Arts Council of Franklin County
7 Franklin Street, Box 364
Greenfield, MA 01302
(413) 772-6811

This center's primary purpose is to broaden arts-related curricula in Franklin County by offering teachers a collection of materials and aids, including a lending library which is housed at the center. Workshops and inservice programs are conducted for Franklin County teachers, students, parents, and community residents. The center's resources for teachers include learning kits on photography, printing, artifacts, wood, sculpting, clay, sound, and color. Also available are five portfolios containing twelve reproductions each on "Family," "City and Country," and "Westward Ho!" The center has an "Artspace" which is a gallery for local artists and conducts workshops, lectures, films, and field trips around a "Discover the Arts" theme. The center was funded by Title IV(C) in 1976 and now disseminates information to schools (see Quabbin program abstract).

CHILDREN'S MUSEUM RESOURCE CENTER

Contact: Jim Zien, Director
Museum Wharf
300 Congress Street
Boston, MA 02210
(617) 426-6500

A variety of educational services and materials are available to teachers, students, and community members through the Children's Museum Resource Center. These include: (1) the Learning Collection--books, audio-visual materials, games, and toys related to six educational themes (cultural and ethnic groups, American social history, the urban environment, science, natural history, and child development); (2) the Kit Rental Department--offering learning activity kits on over seventy-five topics; (3) Recycle--a center of "factory throw aways"; (4) workshops and courses for teachers and students; and (5) educational development through collaboration with schools, cultural organizations, publishers, and others. The center works on a fee-for-service basis.

INSTITUTE FOR LEARNING AND TEACHING

Contact: Laura Cooper
University of Massachusetts
Boston, MA 02125
(617) 287-1900 x 2776

The Institute for Learning and Teaching offers multi-session courses and consulting services to teachers in the Greater Boston area. Programs are developed in response to needs voiced by teachers, both through the Institute's formal needs assessment and group requests. The Institute is funded through University and private funds.

Projects have included the Boston multicultural curriculum project, the Boston writing project, the citizenship education institute (in conjunction with the John F. Kennedy Library), a special education program for regular classroom teachers, and a teacher exchange program with Puerto Rico. Additional areas include magnet and gifted talented education.

TEACHERS' SEMINAR ON CHILDREN'S THINKING

Contact: Bill and Sara Hull
40 Reservoir Street
Cambridge, MA 02140
(617) 354-7042

These seminars were formed to provide a continuing study of children's thinking in the classroom. The first one was organized in 1972; others were started when the waiting list became too long, or when there was an interest in another part of the country. Members of different seminars keep in touch with each other through occasional meetings and a newsletter containing articles by participating teachers.

Seminar groups belonging to the network follow a set of guidelines. These include basing the discussions on specific instances provided by teachers, tape recording each meeting, and keeping a detailed written record in the form of Notes and Commentary. These are shared within each group and with the leaders of other groups. Participants maintain a disciplined focus on specific instances of children's activity such as a child's interaction with materials, other children, or projects. They share observations of the child's/ children's thinking as it is expressed in activity. Participation is voluntary and is limited to ten teachers with only one from any given school. Seminars meet weekly during the school year, usually in the homes of the participants.



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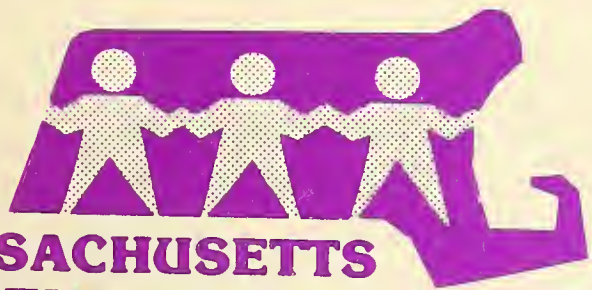
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19. TEACHING SPEAKING AND LISTENING SKILLS IN THE ELEMENTARY AND SECONDARY SCHOOL



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TEACHING SPEAKING AND LISTENING SKILLS IN THE ELEMENTARY AND SECONDARY SCHOOL

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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

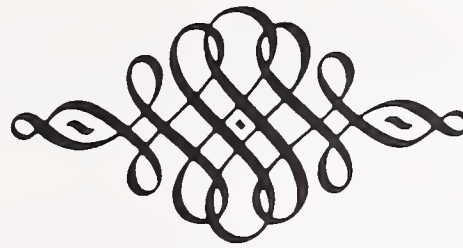
Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available.

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Section III could not have been possible without the cooperation given by public school administrators and teachers across the state. (Only because we assured the schools anonymity in our report do we not identify the sites and persons here.) The pleasure was ours in observing so many instances of promising practices in communication education. We wish there had been time to visit more schools. Hopefully, this report will stimulate further collaboration between school systems and universities as we all try to improve the implementation of speaking and listening skills in our curricula.

INTRODUCTION

During the past several years considerable discussion and planning has occurred at the local, state, and national levels aimed at improving school curricula and instruction to enable students to master basic skills. At the national level, Title II of the Elementary and Secondary Education Act defines basic skills as reading, mathematics, and effective written and oral communication.

According to studies conducted by the National Institute of Education in 1979-80, thirty-eight states, including Massachusetts, have established minimum competency programs. Massachusetts is also one of three states which has determined specific listening and speaking skill objectives for its students. The regulations for implementation of the Basic Skills Improvement Policy, adopted by the Massachusetts Board of Education, state that secondary level minimum standards shall include, but not necessarily be limited to, the following basic skills objectives:

Listening

Basic Listening Skills

1. Recognize words and phrases used by the speaker
2. Indicate why the speaker can or cannot be understood

Understanding What You Hear

1. Understand spoken words and ideas
2. Identify and understand main ideas
3. Associate important details with main ideas
4. Understand descriptions of events and experiences
5. Understand speaker's purpose

Using What You Hear

1. Understand and respond to survival words used in emergency situations
2. Summarize information and draw conclusions
3. Recognize when words and phrases are used to convince or persuade
4. Follow straightforward directions

Speaking

Basic Oral Communication Skills

1. Use words and phrases appropriate to the situation
2. Speak loudly enough to be heard by a listener or group of listeners

3. Speak at a rate listeners can understand
4. Say words distinctly

Planning, Developing, and Stating Spoken Messages

1. Use words in an order that clearly expresses a thought
2. Organize main ideas for presentation
3. State main ideas clearly
4. Support main ideas with important details
5. Demonstrate knowledge of standard English usage

Common Uses of Spoken Messages

1. Use survival words to cope with emergency situations
2. Speak so listener understands purpose
3. Ask for and give straightforward information
4. Describe objects, events, and experiences
5. Question others' viewpoints

Teaching Speaking and Listening Skills in the Elementary and Secondary School was developed as a resource for teachers, school administrators, curriculum designers, parents, and school committee members as they begin to organize and define oral communication instruction within their districts. The Massachusetts Dissemination Project, in cooperation with the Department of Education's Bureau of Research and Assessment and Division of Curriculum and Instruction, invited the authors to develop a publication which: (a) provides background information on the factors affecting the teaching of speaking and listening, (b) reviews curriculum patterns and approaches, (c) describes promising classroom practices already employed in a variety of Massachusetts schools, and (d) reviews bibliographic and other resources for developing curricula and modifying teaching practices.

For over eight months, the authors analyzed teaching materials and research, observed classroom activities, interviewed teachers and administrators, and organized data to produce this document. It is not intended to provide a "quick fix", a short cut to teaching speaking and listening skills, but rather as a beginning framework from which to develop instructional programs which will produce young people who are effective speakers and listeners.

Teaching Speaking and Listening Skills in the Elementary and Secondary School is divided into four sections. Section I reviews the skills children must learn to communicate effectively and the school's role in developing these skills. Section II focuses on how instruction can be organized both informally and formally. Section III describes "promising practices" observed by the authors during visits to schools throughout the Commonwealth. Section IV provides an annotated list of over one hundred books and materials to help readers go beyond this booklet to develop their own curricula and activities for teaching basic speaking and listening skills.

SECTION I

TEACHING SPEAKING AND LISTENING

The normally developing child who enters kindergarten seems already skilled in speaking and listening. After all, the child can talk. When asked a question, the child answers indicating that she or he can listen as well. What else is necessary?

Apparently, a lot more. We find many adults, including high school graduates, who lack some of the most basic skills in reading, writing, speaking, listening, computation and problem-solving. In fact, the Adult Performance Level Research Project (1977) found that just over one half of the American adult population is performing at or below a level associated with marginal success.

No teacher or school system intends to produce citizens who are only marginally successful in functional skills like listening and speaking. Teachers want their students to succeed in acquiring those skills, and they want to be able to gauge their students' progress. To do this in the area of oral communication, they must understand what it is the child must learn to become an effective adult speaker and listener--what forces infringe on normal communication development, why oral communication skills need to be taught, the effects of such teaching on communication development, and ways of preparing to teach speaking and listening.



What Must Children Learn to be Competent and Effective Speakers and Listeners?

One important goal of education is to increase children's power over language. Language is a system of sounds, sentences, and meanings that conform to rules. It is also a system of symbols that enables us to make sense of our environment, other people, and ourselves. Power over language, over spoken and written discourse, enables us to participate fully in human society through communication.

The most important aspects of human communication are listening, speaking, reading, and writing. Since the first language children learn is spoken, the development of skill in oral communication precedes the development of skill in reading and writing.

To be more accurate, oral communication is not a single skill. To communicate competently and effectively, one must develop many different but interrelated skills. For example, an effective speaker must know how to:

- produce the sounds of language;
- combine sounds into words and words into sentences;
- choose words that express meaning clearly;
- speak with clear enunciation and articulation;
- use appropriate gestures, facial expressions, distance, bodily stance and eye contact;
- adjust volume, speed, pitch, tone, and inflection of voice appropriately to listeners;
- adapt to different audiences;
- react appropriately to different kinds of responses;
- organize messages clearly;
- exemplify, illustrate and generalize when necessary; and
- adapt style and level of formality to the situation.

Effective listening also requires interrelated skills. Lundsteen (1979) suggests that listening involves at least twenty-five skills which she presents in order of increasing difficulty.

The variety of skills needed for effective speaking and listening illustrates that oral communication involves more than knowledge of grammar, usage and vocabulary. As children grow, they need to develop several competencies that together comprise mature communication ability. These competencies can be categorized as verbal language, nonverbal behavior, and situational sensitivity.

Verbal language: In order to communicate, children must gain facility with verbal language. They must be able to produce and understand units of sound called phonemes. To do this they learn a system of contrasts. First, they learn major contrasts between vowels and consonants. Then they learn finer contrasts between various types of vowels and consonants, and rules for combining sounds. Most children have acquired this sound system by the time they enter kindergarten, but they sometimes have problems with more difficult sounds. These problems may include

omitting certain sounds in words, substituting one sound for another, or distorting a sound in some way. For example, children may say "thithter" for "sister," or "wabbit" for "rabbit." Such problems are not unusual for children in the pre-school, kindergarten and first grades, but they are not normal for older children.

In addition to learning sounds, children must acquire a knowledge of sentence structures or syntax. Syntax refers to the rules by which words are ordered to form sentences. A great deal of research shows that the various rules for forming sentences are learned in an orderly sequence. Children progress from using simple sentence-like words such as "Ball?" for "See the ball," through various stages of modifying, transforming, conjoining, embedding, and categorizing to complex structures. Most of the principles of syntax are acquired by age five, but some rules are not mastered until age ten or twelve. In fact, some people never learn all the rules of syntax.

A third part of gaining facility in verbal language is learning the meanings of words or semantics. Children learn to use words in relation to each other and to situations. They learn the meanings of words, the combining of word meanings into sentences, and the forming of propositions. We know less about semantic development than about syntactical development. Research suggests that meaning develops in stages, but more important, that its development never ends. Forming propositions and statements of meaning is a task that adolescents and adults continue to learn throughout their lives.

Nonverbal behavior: When listening to someone talk, our attention is drawn so much to the meaning conveyed through verbal language, that sometimes we are not aware of the importance of nonverbal behavior in projecting the force of a message. In fact, nonverbal behavior may do more than accompany a verbal message; it may reveal the speaker's real message. For example, we sometimes hear "it's not what she said, but how she said it." We often call a child's behavior "smart alec" when the tone and manner of delivery, more than the words, convey impudence or sassiness.

Nonverbal behavior that conveys a message or that complements a verbal message is itself a form of communication. Some aspects of nonverbal communication are:

- Body language - facial expression, visual interaction, gesture, movement and positioning of the body;
- Vocal features - pitch, loudness, tempo, pause, and quality of voice; and
- Proximity - space and distance.

Because the study of nonverbal communication is in its infancy, we have an uneven picture of its developmental course. Wood (1976) suggests nonverbal communication development probably occurs in identifiable stages. Just as children learn sounds, words, sentences and meanings, they also learn patterns of bodily movements, vocal features, and proximity to communicate messages with others. To get his or her way, the very young child may rely predominantly on nonverbal behavior such as crying, yelling, hugging, or hitting, but gradually the child learns to integrate these nonverbal strategies with verbal language and to employ new forms of nonverbal expression intentionally and with more control. In all probability, learning nonverbal communication is, like learning semantics, a lifelong task.

Sensitivity to the situation: Whenever we communicate, we do so in a particular situation. We talk with the people present about something for a purpose at a given time and place. In order to determine how successful our communication is, we must take into account:

- to whom we are communicating (the people present);
- what we are talking about (the topics);
- why we are communicating (our purpose[s]); and
- when and where we are communicating (the time, place and occasion).

The context is inseparable from the communication. Instead of learning language per se, children should learn appropriate uses of verbal and nonverbal language. To communicate well is to show awareness of and sensitivity to the situation. This sensitivity is reflected in skill at role-taking, creating messages, responding to feedback, varying speaking style, and using language to accomplish one's purpose. Each of these skill areas consists of sub-skills.

Role-taking requires the ability to put oneself in the position of others, to see things from that perspective, and be able to understand how one's way of speaking sounds to the other person. Role-taking requires not only that an individual step outside of him or herself, but also that he or she be able to use the information so gained, not an easy task for the young child. Flavell and his colleagues (1975) have studied role-taking development intensively and find it occurs in five stages:

1. Understanding that there is such a concept as perspective, that different people's thoughts and feelings are not necessarily the same;
2. Realizing it is necessary to analyze the other person's perspective in order to achieve one's goal;
3. Planning how to analyze the perspective of the other person;
4. Remaining aware of the other person's views in the face of one's different views; and
5. Applying the results of analysis to achieving some end or action.
This involves more than knowing another person needs certain information; it requires being able to inform the other person adequately.

Six-year-old children demonstrate some understanding that different perspectives exist (stage 1). They can also figure out what the differences are in cases of visual perception but not in cases of information or intention (stage 2). Moreover, they have limited awareness of the need to analyze another person's point of view unless they are reminded to do so by an adult. Between ages nine and twelve all of these abilities develop. However, it is not unusual to find adults who do not use these abilities, though they may have them. For example, you may hear some adults talking "down" to children, shouting, or sweetly asking, "And how are we today?"

Creating messages involves such skills as the ability to talk about topics of interest to others as well as to oneself; to keep to the point; to organize ideas in some order; to support ideas with examples, illustrations and other clarifying devices; and to relate what is said to preceding remarks. We cannot describe an orderly acquisition of these skills, but we know that young children's egocentricity as well as the communication situation affect their performance in creating messages. Two independent studies by Hahn (1947) and Higginbotham (1961) analyzed the contributions of young children during the familiar "share and tell" time in kindergarten, first, and second grade. In each situation, children could choose to talk about an object at hand, "show and tell", or about some event or experience, "share and tell". Among the relevant findings of these studies are:

- The younger children selected highly personal topics. There was little interest in giving information per se. However, older children talked about a proportionately greater number of different topics and showed more concern for giving information on less personal subjects.
- A number of children gave responses that were confused and difficult to follow or that contained short and meager ideas.
- Younger children tended to talk about more than one topic at a time more often than older children.

- Longer and more elaborated responses were associated with talking about an activity or experience. Showing and talking about an object yielded shorter, simpler sentences and a shorter total response. Apparently the presence of physical objects tended to displace speech.

Clearly, different communication situations place different demands on students for creating messages. When one is preparing to give a formal talk, a great deal of time may be spent in deciding what to talk about and how to limit the topic. However, these decisions assume less importance in casual conversation where talk is more spontaneous and free-wheeling. In conversation, the control over creating messages shifts from one person to another. Skills like associating one's ideas with the ideas of another become more important.

There are, then, two kinds of demands placed on children when they create messages. First, they must recognize what skills are appropriate for the situation. Second, they must put those skills to use. Casual observation of some adults suggests that many do not recognize one or both of these demands. The person who monopolizes a conversation fails to see that brief exchanges are more appropriate than an extended monologue. The local resident who gives you jumbled directions to reach your unfamiliar destination has a lot to learn about organizing his or her thoughts. The person who describes last night's events with so many details that he forgets the point of the story fails to compel your attention. Skill in creating messages appropriate to the situation is a lifelong learning task.

Responding to feedback is a third component of sensitivity to the situation. A mature communicator is responsive to others. Speakers and listeners must anticipate other's responses and be willing to adapt to them. This adaptation calls for skills like retreating gracefully from an untenable position, discarding rigid and dogmatic statements when appropriate, recognizing when propositions require more support, acknowledging diverse opinions, and modifying ideas when necessary. Such skills are interwoven with one's role-taking ability and cognitive development. They are more likely to evolve in adolescence, but the foundation for them is laid earlier when children interact with adults who demonstrate these skills.

A fourth way of reflecting sensitivity to the communication situation is to adapt one's style of speaking to the situation. Joos (1967) has described five communication styles.

1. An intimate style is characteristic of persons who know each other quite well. It consists of economy of words and high incidence of nonverbal communication.
2. A casual style is reflected among individuals who share some, but not intimate, knowledge of each other. Sentences are frequently incomplete, and sometimes unconventional English usage such as slang is employed. There is also easy and free participation by both speaker and listener.
3. A consultative style occurs between persons who have a limited shared background. Again, there is free participation by speaker and listener, but sentences are complete and background information is supplied.
4. A formal style is characterized by complete sentences that reflect careful planning and logical development of thought. Background information is provided. Speech is more rehearsed or practiced than impromptu. With the formal style the speaker controls the situation more; the listener's active participation drops out.
5. A frozen style is more characteristic of writing than speech. It is used on the most formal of occasions. It reflects efforts of revision, logical development of thought, and careful planning. Attention to stylistic features, word appropriateness, and rules of usage come into full, conscious play. An example of the frozen style in speech is a person who reads his/her message from a written manuscript.

These distinctions are helpful in pointing out that ability to vary one's style requires that people who are communicating recognize their relationship to each other and to the topic, and know when and how to be explicit.

Ability to vary one's style is taxed whenever we talk with people we don't know well. Our language is likely to be more guarded. We may consider a stranger who greets us with "Hi, Toots!" as rude. But we may comfortably approach a close friend with a similar greeting.

Ability to vary style is also taxed when the topic of conversation is not physically present. As we pointed out previously, children's speech is more explicit during "share and tell" when they talk about a trip they took or about an outing they plan to take than when they describe an object. Explicitness in speech is required when describing the past, planning the future, talking over the telephone or giving directions. These acts require precise word selection and organization of syntax, as well as the ability to tailor a message to a particular topic, person and situation.

Learning to vary style is not easy for all children. Some children come from homes where extended talk is encouraged. Others grow up in environments that unintentionally limit their language resources and therefore their choice of style. An important task of schools is to give all children a wider range of speaking styles from which to choose.

Using language for a purpose is a fifth sub-set of skills. When we communicate, we do so for a purpose. We talk with others and listen with some end in mind. We communicate to agree or disagree, to prohibit, to apologize, to justify, to cajole, to praise. The ways we use language are numerous and investigators who have studied children's language have suggested organizing specific communication acts (e.g., offering, commanding, promising, prohibiting) into sets defined by purpose. Wells (1973) categorizes children's conversational sequences according to their dominant purpose. He suggests six categories, which are paraphrased below:

Control:	Controlling the present or future behavior of one or more of the participants;
Expressive:	Expressing feelings and attitudes;
Representational:	Exchanging information;
Social:	Maintaining social relationships;
Tutorial:	Teaching; and
Imaginative:	Creating stories, fantasies.

These purposes are not necessarily discrete. A single statement, "John broke the glass," could serve both to answer a question (informing) and to blame (express a feeling). Other conditions in the communication situation provide clues to the child's purpose in making such a statement.

Children learn to use language for many purposes before they enter school. They show some competence in all six of the above categories. But since both young children and mature adults perform these functions with varying degrees of effectiveness, the task of the schools is to determine which ones children can perform effectively and provide them with opportunities to practice these while learning new ones.

Before concluding this discussion of what children learn in becoming effective speakers and listeners, we want to call attention to the importance of the affective aspects in learning speaking and listening skills. Effective communication requires a willingness to talk when it is appropriate and be silent when others want to talk. It requires some confidence in approaching the communication situation. In every classroom there are children who talk too much. Teachers frequently see them as behavior problems or "troublemakers." There are also children who are quiet, who seldom volunteer to answer questions, lead a group activity, or participate in sharing time. Since they are not disruptive, quiet students are sometimes favored by teachers. But quiet

students have problems, too, and are often quiet because they are afraid to talk.

It is not within the scope of this publication to analyze all the forms of apprehension which inhibit communication, or to suggest ways teachers can deal with this complex problem. The resource section starting on p. 59 will help readers become more informed about how to help children with communication apprehension. Here, we only emphasize that effectiveness in communication is related to one's emotional reaction to the opportunity (or demand) to communicate. Whatever the differences among them, quiet children have one thing in common: they perceive they can gain more by remaining silent than by talking -- even when talk is called for.

Integrated skills: While we have enumerated resources and skills needed for effective communication under topical headlines, we stress that mastery of discrete skills does not necessarily lead to effective speaking and listening. Effective communication requires integration of critical skills in particular settings. Mature communicators possess more skills than they may demonstrate in any single encounter, but they know what skills to use and how to use them in an integrated way.

What Forces Affect Children's Development of Speaking and Listening Skills?

If the school is to assist children in developing speaking and listening skills, educators need to be aware of forces that affect communication development. Since this development begins in infancy, we will first review factors that influence children's early acquisition of skills. Then we will turn our attention to the classroom.

Scholars in language development have engaged in many studies to understand how and why children learn to speak and listen as they do. Differences in speech and language development have been attributed to an array of forces: intelligence, birth order, sex, size of family, motor skill development, normalcy of the speech and hearing mechanisms, blindness, the number of languages spoken in the home, broadcasting media, amount of interaction with adults, social class, and family interaction styles. Although investigators disagree about the relative importance of these forces, there is agreement that both biological and environmental factors contribute to the development of language and its use in communication.

First, children learn language because they are biologically equipped to do so. According to one prevalent view, human beings have an innate capacity to acquire language. As one's brain matures, so does one's capacity for language development. Normal children learn to talk in similar ways along similar schedules. Lenneberg (1967) suggests that the development of language occurs in three stages:

- a period of maturational readiness, extending from birth to about age two;
- a period of language learning when brain maturation makes it neurologically easiest for the child to learn language, extending from age two through adolescence; and
- a period when language learning is neurologically more difficult, extending from the early adult years throughout life.

The pre-school and school years are the time when youngsters learn language most readily. Because of brain maturation, the younger the child the easier it is for him or her to learn language. Adults find such learning more difficult. This helps explain why children learn second languages more easily than adults.

The teacher may wonder: if learning language is innate, why worry about teaching communication skills? The answer is that language learning is an innate capacity, and like other capacities, needs to be stimulated and nurtured. The infant's caretakers provide this stimulation; parents,

teachers, and others help language unfold; and environmental factors come into full play. These factors help to account for the individual variation among speakers of the same language.

Of different possible environmental factors, the family is probably the most influential in the child's language development. Some children grow up in a rich environment for communication. They hear a variety of adult models of speech and they have opportunities to interact with these models. Their parents react to what they say more than to the mistakes they make in saying it. Their parents or elder brothers or sisters read to them and talk with them about what they read. Their questions are answered, and new tasks and concepts are explained.

All normal children learn to speak and listen before coming to school, but not all children acquire communication skills under the same conditions. Studies of family influences on communication development indicate that the family system influences the child's style and form of speech, the child's emotional responses to the speech situation, and the child's susceptibility to persuasion by others.

According to Bernstein (1970), the style of language children acquire is influenced by the structure of the family. A person-oriented family gives each of its members, including children, some discretion in performing his or her role and more opportunities to communicate his or her personal preferences. Children from such homes are encouraged to articulate judgments and reasons as a basis of their talk. A position-oriented family assigns prescribed roles to each of its members. Because of their age and status, children are expected to speak in a particular way and have limited chances to raise questions or experiment with language styles. Consequently, they have difficulty learning to deal with uncertainty and abstraction.

Bernstein indicates that children from person-oriented families, where communication is more open, find it easier to acquire an elaborated style of language. On the other hand, children from position-oriented families may rely more on a restricted style of language. An example of the distinction between these styles can be seen in the following stories told by two five-year-old children about a series of pictures they had before them:

- (A) Three boys are playing football and one boy kicks the ball -- and it goes through the window -- the ball breaks the window -- and the boys are looking for it -- and a man comes out and shouts at them -- because they've broken the window -- so they ran away -- and then that lady looks out of her window -- and she tells the boys off.
- (B) They're playing football -- and he kicks it and it goes through there -- it breaks the window and they're looking at it -- and he comes out and shouts at them -- because they've broken it -- so they run away -- and then she looks out and she tells them off. (Hawkins, 1969)

The first story is an example of the elaborated code. This style is characterized by more explicit word selection and syntactic organization; adaptation of the message to the topic, person, and situation; and a higher level of causality. Such a style recognizes and accounts for the "gap" between a speaker and listener. To understand the first story, one does not need to see the four pictures that initiated it. The meaning is made explicit through the language of the speaker.

The second story illustrates the restricted code. This style lacks precise selection of words and syntactic organization. Pronouns are frequently substituted for nouns. There are more concrete, fewer abstract, meanings. This style assumes a shared background between the speaker and listener. To make sense of the story one needs to see the initial pictures. The speaker's meaning is implicit. The restricted style is adequate for speaking in a limited range of situations, but children proficient in the elaborated style can communicate successfully in more situations.

Child rearing practices in the family can also influence the child's confidence and willingness to talk. Parents are the primary reinforcers and evaluators when children first develop skill in oral communication. When the child's efforts to talk are reinforced by parents through praise

and other positive forms of recognition, the child is likely to grow in verbal ability. Parents who are verbally active themselves and who encourage their child's verbal development are likely to build the child's confidence when she or he approaches new communication situations. But some families do not place a premium on their child's verbal behavior, and the view that children should be seen and not heard prevails. In still other families, the parents themselves are reticent. Such families may produce quiet children who consistently choose silence over speech even when it might be to their advantage to speak up.

Teachers with experience relating to children who have great facility with language at an early age will realize that this facility has its drawbacks, too, and can lead to elaborate evasions. Our point is not that speech is preferable to silence, or more speech preferable to less, but that speaking and listening skills are strongly influenced by the home environment, and that the teacher should be aware of these influences. The teacher's job is not to teach the child to talk. This was learned at home. The teacher's job is to help each student, regardless of his or her stage of language development, communicate more effectively, honestly, and appropriately, in ways that benefit both the student and others.

Why Do Speaking and Listening Skills Need to be Taught?

At least three answers to this question will by now be clear. Speaking and listening skills need to be taught, first, because oral communication is the prevalent mode of communication in human society; second, because the development of the skills used in oral communication continues throughout the school years; and third, because these skills constitute the foundation for learning to read and write. We will examine each of these reasons in more detail below.

Prevalence: Oral communication is our most prevalent form of communication. One study (Rankin, 1929) revealed that adults in different occupations spend about seventy percent of their waking hours in one or more forms of verbal communication. Of these various forms, adults devoted forty-two percent of their time to listening, thirty-two percent to speaking, fifteen percent to reading and nine percent to writing. Other investigations (Bird, 1953, 1954; Breiter, 1957) support Rankin's earlier findings.

Like adults, children and adolescents spend great proportions of their time in some form of oral communication. Listening dominates. A recent report of the National Science Foundation (Adler, et al., 1978) indicates that younger children (2-5 year olds) watch television an average of twenty-six hours and thirty-one minutes per week, or three and three quarter hours per day. Older children (6-11 year olds) watch television an average of twenty-five hours and forty-nine minutes each week, or three and one half hours per day. While these averages do not reflect individual variations in viewing patterns, they do support earlier descriptions (Schramm, Lyle and Parker, 1961; Witty, 1965) of the pervasive role of television in children's lives. One writer, (Lundsteen, 1979) recently expressed concern that with children from ages 3 to 18 spending twenty-two thousand hours in front of the television screen, more than the time they spend in school, important time is stolen from them in relating to playmates, brothers and sisters, and adults.

Listening is also a dominant activity in the child's school day. Wilt (1950) found that children spend about fifty-seven percent of their school day in listening, more time than their teachers realize. Most of this time was spent listening to the teacher talk. Of course this percentage varies among classrooms and with the type of subject matter being taught, but for children, listening is a prevalent, if not the most frequent, communication activity.

Developmental needs: Our earlier description of communication development and the forces that affect that development shows that the school years are a critical time for learning and refining speaking and listening skills. As children progress through the grades, they need to master complexities and irregularities of syntax; to expand and acquire new meanings for words and sentences; to integrate verbal and nonverbal behavior; to give and understand meaning that derives from pitch, stress and juncture; to grow in ability to adapt to other peoples' perspectives; to plan messages that are clear, coherent and explicit; to provide and respond to feedback; to vary language choices to suit the situation; and to achieve one's purpose.

Children's development of these skills is likely to be uneven, and not every child needs instruction in each of these skills. Some children may profit most from help in organizing content or in elaborating their responses. Others may require assistance with vocal delivery or nonverbal communication. Some students may be insensitive to their own talkativeness and dominance, while others may need to be drawn out of their reticence. Some children may be taught the value of tentative thinking, while others may need help in subordinating their ideas or using figurative language. Expansion of vocabulary and sentence meanings will need to continue throughout formal schooling.

These needs extend beyond correcting grammatical errors, providing pattern drills in word usage, or analyzing parts of speech and sentence structure. Children's needs also extend beyond training in enunciation and articulation. When teaching speaking and listening skills, the child's primary need is for opportunities to practice different critical skills in a variety of life-like situations. Out of such opportunities the child will develop a larger reservoir of communication skills. The child with more skills to draw upon is likely to be more effective in communicating.

Relation to reading and writing: The sequence of development of the communication skills is normally listening and speaking, and later, reading and writing. Sticht et al., (1974) trace the interrelations of this developmental sequence in four stages.

First, infants come into the world with basic capacities which permit them to adapt to their environment. These capacities are hearing, for the reception of sound; seeing, for the reception of light; motor movement, for orienting to and manipulating the environment; and cognitive processes, for storing, retrieving and using information.

Second, as the infant interacts with the environment, he or she attains more advanced capabilities -- namely listening and looking. These are refinements of hearing and seeing in that they are used intentionally to seek out and abstract information from the environment. These receptive capacities are complemented by development of the child's productive capacities, uttering and marking.

In the third stage, listening and uttering are defined into auding and speaking. Sticht defines auding as a special case of listening; that is, listening to speech, understanding verbal language. Similarly, speaking involves producing utterances that resemble the speech of others. Thus, through auding and speaking the child acquires the ability to communicate ideas through verbal language.

In stage four, the processes of auding and speaking continue to develop, and a special kind of looking defined as reading emerges. Reading consists of looking at script in order to make sense of language. During this time, the child also learns a special kind of marking called writing.

Thus, the processes of reading and writing develop after considerable language competency has been developed in the processes of listening and speaking. Moreover, reading and writing use the same language signs (words) and the same rules to order these signs (syntax) as are used in oral communication.

That speaking and listening skills are "building blocks" for reading and writing skills can be seen clearly in the early stages of reading instruction. Auditory comprehension, auditory vocabulary, articulation, and auditory discrimination are among the strong indicators of readiness for reading. Many reading readiness programs emphasize the following speaking and listening abilities:

- speech that is free of sound substitutions,
- speech that is reasonably fluent,
- speech that contains reasonably mature sentence structure,
- the ability to attend to and recall a story read aloud,
- the ability to answer simple questions,
- the ability to follow simple directions,
- the ability to follow the sequence of a story,
- the ability to discriminate between sounds of varying pitch and loudness,
- the ability to detect similarities in words, and
- sufficient auditory vocabulary for common concepts.

Many forms of written communication are enhanced when children have an opportunity to discuss what they plan to write later. Less verbal children especially need oral communication experiences before they write. Loban's (1963) study showed that children who are more proficient with oral language are also more successful in writing.

Developmentally, reading and writing also contribute to growth in oral communication. As children develop in their ability to read and write, they gain access to new information which forms the substance of speaking and listening. Thus, skill in reading and writing expands the child's knowledge, the topics he or she can talk about, and the "richness" of the content of oral communication.

This last point emphasizes the reciprocal relationships among the forms of language and illustrates another interrelationship, a functional one. Language is a means of learning. Through spoken language the child symbolically structures and shapes experience: he or she talks to learn. Britton (1969) provides some insight into this process in his description of a secondary school science classroom where the students and teacher were engaged in a laboratory experiment. Britton suggests that there are several phases of talking to learn. First, there is talk in small groups concerned with description and explanation. In this phase, students observe, describe and attempt to explain an experiment introduced by the teacher; they do so by responding to open-ended questions the teacher asks. Britton states: "The movement in words from what might describe a particular event to a generalization that might explain that event is a journey that each must be capable of taking for himself--and that it is by means of taking it in speech that we learn to take it in thought." (1969, p. 114.) Second, the students and teacher attempt to consider alternative explanations through talk, and they devise means for verifying these explanations. Third, the students verify explanations by conducting their own experiments, but even here the student talks through each step. Even in the laboratory, speech serves experimental operation. Britton summarizes his observations of the classroom as follows:

"The task is not that of learning language; rather it is that acquiring by the agency of the language, the ability to perform these mental operations I have been talking about. A child's language is the means: in process of meeting new demands -- and being helped to meet them -- his language takes on new forms that correspond to the new powers as he achieves them." (1969, p. 115)

As children develop the ability to read and write, they acquire new means of learning. The social studies research report, the written account of a scientific experiment, and the analytic English essay are means of synthesizing and applying knowledge. But these new tools complement rather than replace listening and speaking as means of learning. When rooted in experience, all the skills of communication furnish a background for acquiring new concepts and performing high-level intellectual skills.

In addition to commonalities among the forms of language, there are also significant differences between situations that produce spoken language on the one hand and written language on the other. Speakers and listeners employ skills that stem from three major distinctive features of the oral communication situation: time, medium, and relationship.

Time: The oral communication situation is characterized by a sense of immediacy. Time becomes a source of pressure. The speaker is pressed to express ideas in language while directly confronting the audience. Time to look for the right words or phrases is limited. Consequently, we may hear more grammatical errors in oral communication. Restating, repeating and summarizing information are more necessary. The rate of communication is controlled more by the speaker than the listener. Unless audio and video recording devices are employed, the speech record is impermanent. Oral communication requires adeptness in "give-and-take."

Medium: While the writer employs graphic symbols, the speaker relies on sound and nonverbal symbols. Hence, quite different neurophysical mechanisms are involved in producing messages. The writer must demonstrate skills in capitalizing, punctuating, spelling and writing legibly to convey a message that is intelligible. The writer uses other contrasts such as color, intensity, letter size, and underlining. On the other hand the speaker employs voice quality, volume, pitch,

rate, intonation, stress, juncture, and bodily actions to communicate messages to the listener. The different mediums require different skills.

Relationship: The speaker-listener encounter is frequently a direct face-to-face meeting. When addressing listeners the speaker's style of language is more concrete and personal and reflects more awareness of time, place and occasion. Vocabulary tends to be simpler and the density of ideas greater. The speaker uses more self-reference terms (first person pronouns,) more pseudo-quantifying terms (if, however, except,) and more terms that indicate consciousness of projection (apparently, seem, appears.) The language employed by the speaker differs from the writer's language in the amount of abstraction, difficulty of comprehension, and certain psychogrammatical features.

These distinctive features of oral communication show that teaching speaking and listening will, at times, require explicit instruction. The commonalities among the four communication skills do not argue for integrated instruction when essentially different skills are to be stressed.

What Effect Does Instruction Have on Communication Development?

Teachers who recognize the importance of oral communication and its relationship to reading and writing often ask: Can speaking and listening skills really be taught? Many teachers assume so. They believe it is important to help students become aware of goals appropriate to the students' stage of development. They plan methods and materials for helping students achieve these goals, and periodically evaluate their achievement of these goals. Instruction of this kind is designed to improve children's speaking and listening skills and prevent students from forming habits and skills which impede effective communication.

Other teachers believe that such explicit attention to improvement makes students more self-conscious and interferes with the spontaneity and naturalness of speech. These teachers would provide ample and varied opportunities for children to talk about topics of mutual interest. But they would not attempt to focus the child's attention on how he or she speaks or listens.

These different views raise the question: What effect does instruction have on communication development? Brown (1976) reviewed seventeen studies of the effects of unstructured, moderately structured, and highly structured teaching on learning communication behaviors. In studies of unstructured teaching, teachers gave students opportunities to talk with their peers without restricting them to a particular purpose or calling for some expected, sequential achievement of specific skills. In the studies of structured teaching, teachers were more didactic and explicit about what children were to learn. These teachers controlled opportunities for learning speaking and listening skills by planning lessons, calling students' attention to the goals of the lessons, providing instructions, sequencing materials and activities, and assessing student outcomes in relation to predetermined objectives. In studies of moderately structured teaching, teachers engaged students in specific tasks (e.g., describing an object) that were intended to promote attainment of some objective, but how and what the children learned was more a result of practice and interaction with peers than of instructions or feedback provided by the teacher.

Specific results for each of the seventeen studies varied with the type of skill stressed and with the age and type of student, but the results showed that children and youth can be taught communication skills through unstructured, moderately structured and highly structured kinds of teaching. The results also showed that what children learn is relatively specific and the result of clear instructional purposes. Children did have a general problem of transferring what they learned in one situation to new and unfamiliar situations, but they also continued to improve their skills after instruction ended.

In view of these findings, the most reasonable path to take is to combine different teaching strategies. The teacher can devise a variety of activities which give students an opportunity to talk with their peers and adults. Informal conversation, creative drama, storytelling, problem-solving in small groups, and individual presentations can enrich lessons in social studies, mathematics, science, the arts, and English.

The teacher can also arrange for students to accomplish specific tasks and determine their success from feedback provided by classmates. Working with partners in small groups, students can take turns in giving and following directions, in asking and answering questions, in explaining and paraphrasing how something works, and in giving and receiving messages. By practicing these tasks with different peers, by interacting with some good models, and by adapting to the feedback received, students develop skills through their own observations and assessment.

What Are Essentials in Preparing for Instruction?

Whether instruction is incidental, explicit, or some combination of both, we believe it is important for teachers and curriculum coordinators to consider the following points when planning instruction in oral communication.

1. Effective teaching will provide (a) ample opportunity for peer interaction--informal conversation, extended discussions in small groups, individual presentations, role-playing and dramatics; (b) supportive response from the teacher--public recognition of successful efforts and individual guidance in complex tasks; (c) topics and tasks that engross both speaker and listener for sustained periods--much speaking and listening that grows naturally and spontaneously out of the academic curriculum and the student's experiences; (d) focus on a range of purposes such as informing, persuading, learning, describing, evaluating, imagining, and facilitating social interaction; (e) exposure to different audiences--teachers, classmates, employers, adults in different occupations, community leaders; and (f) practice with a range of speaking styles from intimate to formal.

2. An important purpose of instruction is to increase the student's communication strategies. Students need to speak and listen in situations that are partly defined by them, interesting to them, and of immediate concern. They are likely to benefit more from instruction that emphasizes the practical uses of speaking and listening (such as giving directions, explaining propositions, arguing, or persuading) than from oral drills or identifying parts of speech.

Teachers sometimes disagree as to whether instruction should focus on communication performance or on knowledge of communication principles. The latter may be more appropriate for older students and for those who choose to become specialists in speech; but for the child and adolescent who are concerned with speaking and listening in everyday life, emphasis on communication skills seems most appropriate. To expand those skills students must perform as speakers and listeners in engaging tasks.

3. Once particular communication skills have been identified, they can be organized for more economical and realistic teaching. One could use the list of speaking and listening skills on p.1-2 as a starting point for instruction. But rather than preparing to teach twenty-four different skills, the teacher should look for common focal points among the skills. For example, the skills on p.1-2 can be clustered around organization, content, language, delivery and function. Organization refers to how a message is arranged or structured; it is concerned with sequence and relationships among the ideas in a message. Content is the topic or subject matter of talk; it includes the amount and relevance of information and adaptation of information to the situation. Language is concerned with grammar and choice of words. Delivery focuses on skills of volume, rate, and distinctiveness of speech. Function refers to the purpose of communication, it includes persuading, experiencing, describing, and giving directions.

Given these five key domains, one could rearrange the skills on p.1-2 as follows:

SPEAKING	DOMAIN	LISTENING
<p>Use words in an order that clearly expresses the thought</p> <p>Organize main ideas for presentation</p> <p>State main ideas clearly</p>	ORGANIZATION	<p>Identify and understand main ideas</p>
<p>Use words and phrases appropriate to the situation</p> <p>State main ideas clearly</p> <p>Support main ideas with important details</p> <p>Speak so listener understands purpose</p>	CONTENT	<p>Understand spoken words and ideas</p> <p>Associate important details with main ideas</p> <p>Understand speaker's purpose</p> <p>Summarize information and draw conclusions</p>
<p>Demonstrate knowledge of standard English usage</p>	LANGUAGE	<p>Recognize words and phrases used by speaker</p>
<p>Speak loudly enough to be heard by a listener or group of listeners</p> <p>Speak at a rate the listener can understand</p> <p>Say words distinctly</p>	DELIVERY	<p>Indicate why the speaker can or cannot be understood</p>
<p>Use survival words to cope with emergency situations</p> <p>Ask for and give straightforward information</p> <p>Describe objects, events, experiences</p> <p>Question others' viewpoints</p>	FUNCTION	<p>Understand and respond to survival words used in emergency situations</p> <p>Follow straightforward directions</p> <p>Understand descriptions of events and experiences</p> <p>Recognize when words and phrases are used to convince or persuade</p>

One apparent advantage to this grouping is that it interrelates sets of skills more than might be apparent at first. Speaking and listening become "flip sides" of the same coin. Thus, teaching could stress the interactive nature of oral communication.

We do not mean to be prescriptive about the key domains of communication instruction. Our discussion of resources that comprise mature communication ability (pp. 5-10) could provide a different framework for organizing instruction. In the next section, our discussion of basic approaches to instruction will provide still another teaching framework. The point is this: teachers need to search for ways they can provide instruction that are manageable, realistic, and interactive.

4. A final point is that "minimal competency" ought not be the ultimate goal to strive for. Effective teachers have never been satisfied with teaching students to reach "minimal" levels of skill development. They prefer to help youngsters reach their maximum potential. We hope that these teachers will continue to establish objectives that go beyond the minimum. The skills listed in the introduction say very little about the imaginative uses of language, adapting styles of discourse to the situation, experiencing literature through its oral performance, creating drama, responding to mass media, or developing effectiveness in interpersonal communication. The goals of many school programs do include these objectives. Objectives such as these should continue to occupy an important place in the classroom.*

*Readers who wish to develop programs that stress additional speaking and listening skills should consult SCA Minimal Competencies in Speaking and Listening for High School Graduates, a brochure published by the Speech Communication Association (SCA). The source is listed in section IV under "And Even More."

SECTION II

CURRICULUM PATTERNS AND APPROACHES TO TEACHING SPEAKING AND LISTENING

"Communication skills should be taught as early as possible."

"Basic speech can't be taught any earlier than the tenth grade."

"Teaching communication education at the seventh grade level works well since students respond better to experiential activities than to formal content."

"Junior high school students can't handle discussion; if you say something funny it takes forever to get back on track."

"Piaget states that the formal operational thought stage of development begins around twelve years old. Students are cognitively prepared to improve their communication competencies at the seventh grade. That is the primary reason why we're moving our basic communication course from high school to junior high."

"Research doesn't tell us much about when or how communication skills should be implemented in the schools, and I don't think many teachers have even thought about it."

These comments from teachers and administrators reveal contradictions. These views can be explained in part by professional philosophies, departmental structures, course designs and personal biases. The differences can also be explained by the dual nature of oral communication in the schools.

Oral communication is both process and content based. As process, oral communication is a means of learning; interacting about subject matter and transforming knowledge and skills gained from books, teachers, and classroom activities into one's own behavior. As content, oral communication is a point of conscious attention studied systematically; it can be a lesson, unit or course aimed at helping students understand how people communicate and at improving students' communication skills.

This section will first consider how instruction may be organized in relation to the broader school curriculum and second, how teachers may approach teaching basic skills in speaking and listening. Finally, curriculum patterns and approaches applied in schools will be reviewed.



How Can Instruction Be Organized in Relation to the Broader School Curriculum?

In relation to the broader curriculum, oral communication instruction can be integrated, interdependent, or independent. Consider the following schools:

School A has a fourth grade class that has been studying a science unit on health for several weeks. The teacher organized the students into small groups that studied a particular health problem. In their committees they researched the problem and organized their findings for an oral report to the class. One day the elected chair of one committee, a nine year old boy, gave the committee's report on "Diseases of the Blood." He was apprehensive during his initial description of how the circulatory system works; then with apparent delight, he launched into a vivid explanation of blue baby, heart attacks, hemophilia, varicose veins (his mother had them!) and arteriosclerosis. The teacher immediately responded to the report with enthusiastic approval and asked further questions. The boy answered each question ably. When he took his seat he beamed with pride.

School B has a small enrollment and a four-teacher English department that covers grades seven through twelve. The curriculum is coordinated across all six grades, and some students have worked with the same teacher for three years. Classes are small; the learning atmosphere is trusting and open. Teachers integrate speaking and listening skills with standard literature units, and peer teaching activities are frequently employed. Oral reports, class and small group discussion, and oral reading of literature are the most common oral communication activities emphasized. Integration of speech activities is a matter of teacher style and experience, however, and two teachers favor oral activities, while the other two favor reading and writing assignments. One teacher indicates the curriculum emphasizes the study of literature and does not allow enough time for emphasizing oral communication skills. Another teacher laments her lack of background in oral communication and would like to have someone on the staff who could develop in-school training. The general feeling among the staff is that the curriculum emphasizes reading and writing.

School C has an English department of approximately fourteen teachers who are responsible for the curriculum in both the junior high school (grades 7-9) and the senior high school (grades 10-12.) In the junior high school, separate six week units in speech are taught in the English class by the regular English teacher. In the sophomore year students are required to take a year of literature, a semester of composition and a semester of oral communication. Within the oral communication requirement students may take drama, group communication, argumentation and debate, or persuasion. These courses are taught by two speech teachers and one drama teacher who are on the English staff. These teachers also teach speech and drama electives to juniors and seniors. While courses in speech are offered, reading and writing skills are taught along with speaking and listening skills in these oral communication classes. Moreover, English teachers at all grade levels incorporate speaking and listening assignments in their literature and writing classes.

School D is a senior high school with an independent three-member speech department that receives assistance from one English teacher. The department teaches a required basic speech course to the sophomore class. The course is designed to teach public speaking and performance, pantomimes, travelogues, storytelling, panel discussions, newscasts, and interviews. The department also offers electives in theatre and television production to juniors and seniors. English classes in this school emphasize reading and writing activities and leave instruction in speaking and listening to the speech staff. The two departments -- speech and English -- work independently, yet complement one another.

Schools A and B exemplify integrated instruction of speaking and listening skills. In School A, oral communication is taught in a unit on health. Research skills, skills of working and solving problems through discussion in small groups, and oral reporting skills are taught in the context of a larger unit or theme. In this school, speaking and listening skills are taught explicitly when needed. For example, the teacher in School A taught how to investigate a topic and organize ideas for oral presentation. She also reviewed how to present oral reports. Following the reports she reviewed the results for both the content and presentation. But instruction in School A does not emphasize speaking and listening skills exclusive of the larger context or thematic unit. Speaking and listening skills are taught whenever children need to communicate information under study.

School B illustrates integrated teaching in another way. Here oral communication skills are a focus of teaching, but they are taught less systematically than in Schools C and D. Speaking and listening are integrated with reading and writing in several ways:

- students write dramatic scenes, act out what they have written, and revise the script;
- students prepare oral readings of short stories they have read outside class; emphasis is on expressing ideas and feelings in the stories; and
- students in small groups take turns giving oral instructions about making a simple piece of equipment; they then write their instructions in complete sentences with no diagrams.

In each of these activities the teacher combines instruction in speaking and listening skills with the study of literature and written compositions. Improved reading and writing skills are the primary thrust of the program; speaking and listening are means to this end.

School C typifies the interdependent teaching of oral communication. While there is an identifiable curriculum that concentrates on speaking and listening, several oral communication courses are also available to students. Courses are organized around different forms of communication such as interpersonal communication, small group communication, debate, and drama; rather than just one course entitled "Basic Speech" or "Fundamentals of Communication." The number of courses offered is not as important as the fact that oral communication is taught systematically and is coordinated with other parts of the curriculum. In School C speaking and listening skills are taught directly, and reinforced with reading and writing skills. Other teachers cover reading and writing skills directly and also reinforce the development of speaking and listening skills. Thus, oral communication instruction is interdependent with the entire English Language Arts curriculum.

School D exemplifies independent instruction. Here oral communication is taught by "specialists" in a relatively self-contained curriculum. Independence is reflected both administratively and in the classroom. But independent instruction does not occur only in schools that have separate departments. It occurs when oral communication is taught systematically and apart from other courses in the curriculum such as creative or expository writing or dramatic literature.

Overall, the success of the integrated, interdependent, or independent curriculum arrangement depends upon the teacher's training, interests and commitment to teaching speaking and listening, and upon the support given by the local school system.

How Many Teachers Approach Teaching Basic Skills in Speaking and Listening?

If one were to observe classroom instruction in oral communication in different schools, one would see a variety of lessons and student activities and assignments. In one class the teacher might explain uses of evidence and reasoning in argumentative and persuasive speaking. In another, students might discuss social issues in small groups. Another teacher might lead the class in improvisations while in another classroom students might complete a structured, written assignment to help them organize ideas and materials in outline form. While activities vary from class to class, within any one class instruction is organized to achieve predetermined speaking and listening goals according to some basic framework. No matter what curriculum pattern prevails -- integrated, interdependent, or independent -- at least three basic approaches to teaching speaking and listening skills are available for the teacher to use. These are the "component skills" approach, the "activities" approach, and the "functional" communication approach.

Component Skills Approach

In the component skills approach the teacher directs the students' attention to the mastery of clusters of speaking and listening skills such as organizing ideas, adapting information to the situation, using appropriate language, and speaking audibly and clearly. Moreover, the teacher may focus attention on more specific skills within any one of these clusters. In the case of organizing ideas, more specific skills might include stating main ideas and supporting them with important details.

Component skills are considered so important that mastering them is the end or purpose of instruction. Thus, teachers using this approach prepare lessons, units or courses of study around these component skills. Students practice or drill on a particular skill to improve or master it. A student speaking inaudibly is given assistance with adjusting volume to the size of the audience. A student who has difficulty grasping key thoughts is assigned listening exercises that concentrate on detecting and comprehending main ideas. Since speaking and listening are integrated acts, skills are applied to practical oral communication situations, but, for the sake of systematic development, each cluster of skills is covered separately. Using the Massachusetts list of speaking and listening skills, common component skills are organization, content, language and delivery.

Here are some sample assignments for organizing ideas that illustrate the component skills approach:

Speaking Skills

Organize main ideas for presentation

State main ideas clearly

1. Have students organize scattered points on a given subject in outline form.
2. Give students a scrambled outline of a speech. Have them rearrange the key points in proper order.
3. After studying different ways of organizing a talk--chronological order, topical order, cause-effect order--have students outline the talk and identify the selected order.

Listening Skills

Identify and understand main ideas

1. Have students write titles for short selections read by the teacher.
2. Have students listen to a short informative speech. Require them to take notes. At the conclusion of the speech, ask students to summarize the main points.
3. After listening to a recording of a discussion among several people, have students summarize the major position taken by each person.

One might order skill development more hierarchically by following Bloom's (1956) taxonomy of educational objectives in the cognitive domain. The following example describes a unit on message organization.*

- KNOWLEDGE: Have the student list five patterns of message organization without referring to his/her notes or textbook readings.
- COMPREHENSION: Have the student define in his/her own words terms which identify different organizational strategies.
- APPLICATION: Have the student identify and justify two organizational plans which can be used with a given subject and thesis statement.
- ANALYSIS: Have the student identify organizational patterns in a speech manuscript.
- SYNTHESIS: Have the student outline a speech involving one pattern of organization for the main ideas and two different patterns of organization for supporting points.
- EVALUATION: Have the student construct an organizational model for a type of speech she/he has not seen before and have him/her apply the model to the speech in question.

This example demonstrates that when a component skills approach is used, teachers may emphasize cognitive learning. Before asking students to demonstrate these skills, assignments will help students understand principles of organization. Thus, students must first know and recognize the terms for different organizational patterns in speeches, and then apply them in their own oral presentations.

A semester or year-long course in component skills might include the following units of study:

- Diagnosis of Speaking and Listening Needs
- Content - Selecting and Adapting Information to the Situation
- Organization of Major Materials and Ideas
- Development of Supporting Materials and Ideas
- Language
- Nonverbal Communication - The Body
- Nonverbal Communication - The Voice
- Articulation, Enunciation, Pronunciation
- Adjustment to the Situation

These units stress the component skills under study. This approach favors individual attention to students' speaking and listening problems, and assures the systematic development of skills. However, this approach must be used in conjunction with integrating skills in the whole oral communication act. Moreover, the skills should be applied in a variety of oral communication forms, not just public speaking.

*This sequence is based on one suggested by R.R. Allyn and S.C. Willmington.
Speech Communication in the Secondary School. Boston: Allyn and Bacon, Inc., 1972.

Activities Approach

With this approach the teacher selects oral communication activities as the focal point of instruction. Lessons, units and courses of study are organized around activities such as informal conversation, group discussion, public speaking, oral reading of literature, storytelling, creative dramatics, and speaking on radio and television.

Successful performance in these activities requires proficiency in basic speaking and listening skills, but these skills are only a means to an end. Success in the activity is the aim of instruction. Techniques of performance are emphasized. For example, in a unit on oral reading, the student studies the techniques of analyzing and projecting emotional and intellectual content to an audience. In a unit on group discussion, students study and practice problem-solving techniques, leadership styles, and presentation techniques in public forums.

Activities selected are common communication situations. Often, however, the activities are not familiar to students. Consider the following activities:

Informal conversation	Storytelling
Discussion	Creative dramatics
Public speaking	Choral dramatics
Debate	Oral performance of literature
Parliamentary procedure	Radio and television speaking

This sequence combines practical experiences such as discussion, with more artistic situations such as choral speaking. Although a student may engage in this type of activity, the exercise is, nonetheless, an enjoyable way of integrating speaking and listening skills.

Teachers who use the activities approach believe the purpose of instruction is helping students experience a wide variety of communication activities. These teachers also assume that speaking and listening skills are learned best in the context of discrete activities.

Other teachers focus on a more limited range of activities. They separate artistic performance from practical, popular discourse, and they organize instruction on a continuum from informal and intimate situations to public and regulated ones. These teachers arrange units or courses around a sequence of activities such as the following:

Interpersonal communication
Small group communication
Public communication
Mass communication

This sequence treats communication as bound to situations that are differentiated by the number of communicators present and by the participants. Teachers who follow this pattern assume that students will acquire basic communication skills by examining the most typical contexts in which interaction takes place.

The advantages of both versions of the activities approach are that instruction; (a) is appealing to students; (b) integrates and enriches other areas of the curriculum; and (c) is applicable to everyday speech experiences.

A common problem with this approach is that focusing on the activity may deflect attention from improvement of basic skills. One way to avoid this pitfall is to combine the component skills and activities approaches. The teacher can diagnose students' strengths and weaknesses in speaking and listening, provide needed practice on specific skills, and then integrate and apply the skills through activities. When such a combination is employed, the units in a curricular sequence might be as follows:

Diagnosis

Basic Skills

Content

Organization

Language

Delivery

Informal Speaking

Conversation

Interviewing

Group Discussion

Public Speaking

Listening to Mediated Messages

Functional Communication Approach

The functional communication approach assumes that competent and effective communication is the result of an adequate repertoire of communication strategies that are used appropriately to achieve one's purpose in all kinds of communication situations. This perspective sees children and youth "as message strategists who draw upon a repertoire of experiences in selecting, implementing and evaluating strategic choices designed to accomplish a number of communication functions" (Allen and Brown, 1976, p. 252.) Within the context of teaching basic skills, the teachers' tasks are to help the student to (a) develop an adequate repertoire of communication skills, (b) select skills from that repertoire which seem appropriate to the situation, (c) implement the skills through practice, and (d) evaluate the effectiveness and appropriateness of those skills.

These tasks are accomplished by designing problem situations that require students to use verbal and nonverbal language for critical communication functions. The five functions recommended are based on the system proposed by Wells (1973.) These are:

CONTROLLING: We attempt to control one another's behavior when we command, offer, suggest, permit, threaten, warn, prohibit, contact, refuse, bargain, reject, acknowledge, justify, persuade and argue.

FEELING: We express and respond to feelings through language when we exclaim, tell tales, commiserate, blame, reject, disagree, and express an emotional state.

INFORMING: We use language to seek or impart information when we question, answer, justify, name, point out an object, demonstrate, explain, instruct and acknowledge.

RITUALIZING: Through language we maintain social relationships when we greet others, take leave, play verbal games, and take turns in conversation.

IMAGINING: We use language to fantasize, speculate, role-play, tell stories, hypothesize, dramatize.

When focusing instruction on these critical functions, it is possible to strengthen many component skills simultaneously by designing problems that require these skills for their solution. For example, after presenting the history of heraldry, one junior high school teacher asked each student to design an individual coat of arms comprised of three symbols, one each representing the student's past, present and future. The teacher then asked each student to present his/her coat of arms and to discuss each symbol. The primary objective was sharing information, but component skills of organization, delivery, and language usage were also stressed.

The communication functions stressed in this approach cut across activities such as discussion, oral performance of literature, public speaking and informal conversation. Rather than emphasize any single activity, the teacher sets problems which reflect a wide range of communication situations. Some problems will require the students to role-play; other problems will let students be themselves. Some situations will be formal, others informal. However, all problem situations should meet these five standards:

1. They should identify the persons communicating; the topic or subject of interaction; and the time, place, and occasion.
2. They should focus on a primary critical function, but may incorporate secondary functions as well.
3. They should motivate students. This can be accomplished by allowing students to help set problem situations that are real to them. Interviewing for summer jobs, getting along with peers, investigative reporting, planning a major social event are real-life situations students may suggest.
4. They should stress the interactive nature of communication by allowing students to alter roles as speakers and listeners. In many cases students may serve in both roles simultaneously.
5. They should permit students to talk about their communication experiences.

This last standard suggests that each problem situation provides an opportunity to assess the outcomes of the communication experience. Teachers and students should seek to enlarge the students' repertoire of communication skills; select criteria for choosing from the repertoire; implement the skills chosen; and evaluate the effectiveness of communication. "Repertoire" (R) questions assess how the student responded in the situation and perceived others to respond. "Selection" (S) questions assess the appropriateness of communication behavior in relation to other participants, the time and place, the topic, and the task. "Implementation" (I) questions prompt students to practice communication choices in a number of different situations. "Evaluation" (E) questions help the student assess his/her effectiveness.

Here are two examples of the functional communication approach, one at the elementary level and one at the secondary level.

GRADES FOUR THROUGH SIX*

FLEA MARKET

Primary function: Controlling

Objective: Convincing fellow students to exchange objects; assuming control in a peer-related activity.

Materials: At least seven concept cards for each group of four children. Cards might be labeled as follows: "things made of plastic," "things that repair," "things to eat," "items found in the kitchen," "things for the desk," and so on.

Procedures: The students bring to school a bag containing ten or twelve items. The class is divided into groups of four children.

* From Wood, B.S. (Ed.) Development of Functional Communication Competencies: Pre-K-Grade 6. Falls Church, VA: Speech Communication Association, 1977.

The students spread their items in front of the others; then they select a concept card from a pile, being careful not to reveal what their cards say. The barter session begins with the members of the group attempting to persuade others to trade until their pile represents the concept they had picked. As the exchange process proceeds, children are urged to observe the barter techniques carefully--which ones are possible, which ones work well, and which ones don't seem to be effective. The exchanging procedure should be systematic. The members take turns exchanging one item with another member of the group. The bartering continues until someone achieves the goal of the game. In the bargaining procedure, certain constraints may be imposed. You may decide that a four-minute time limit is necessary for individual bargaining rounds.

Follow-up questions:

1. What methods did you use to get the items you wanted? (R)
2. Which methods were most frequently used? (S)
3. Which methods worked best? (E)
4. If you could play again, what would you do differently? (I)

GRADES NINE THROUGH TWELVE*

THE INVESTIGATORS

Primary function: Informing

Objective: Identifying, evaluating, and engaging in information skills, such as questioning, investigating, answering, and reporting.

Materials: A list of information sources and specific task assignments.

Sample task assignments: (1) a minister--to find out what kind of training was necessary for that position; (2) a florist--to find out the seasonal trends in flower sales; (3) a mechanic--to find out how the person started his or her career; (4) the bank--to find out the advantages and disadvantages of different savings plans; (5) the guidance counselor--to find out what SAT scores are down; (6) the principal--to find out why he or she went into administration. Other sources include field trips to a radio/television station and a newspaper office, and a discussion with a professional reporter about his or her perception of the job.

Procedures: The class is divided into groups of five or six students. Each group is given an information source and a specific task assignment and must talk with and secure the proper information

* From Wood, B.S. (Ed.) Development of Functional Communication Competencies: Grades 7-12. Falls Church, VA: Speech Communication Association, 1977.

from the source. After the information is collected, the group will select the most interesting pieces of information and design an information presentation. The presentation may come in any form--television program, radio program, film, pictures, slides, issue of a magazine, newspaper article, theatre presentation, or a combination.

Follow-up questions:

1. What different methods were used to get information from your source (for example, direct questions, soliciting brochures, on-the-job observation, and so on)? (R) Which of these yielded the most information? (S,E)
2. How did you select which information you would present? (S,E)
3. If you were to do the assignment again, what would you do differently? (I) Why would you do it differently? (E)

Hopper and Wrather (1978) and Book (1978) provide additional examples of teaching functional communication.

There are a number of advantages to using the functional communication approach. Over a period of time students gain experience with critical communication functions that require integration of many component skills. Moreover, the approach encourages students to assume more responsibility for planning and evaluating their performance. The problem situations utilized relate to students' everyday activities, and because the topics arise from other curriculum areas, oral communication instruction can be readily integrated with instruction in other subjects.

Teachers who prefer more structured approaches to skill development may find the functional communication approach difficult to follow. The emphasis on holistic development of skills might appear to subvert more systematic instruction, however, this need not be the case. For example, two teachers recently combined the functional communication and component skills approaches in a public speaking course (Staton-Spicer and Bassett, 1980). Skills can be developed hierarchically within the functional communication approach.

Teachers who are accustomed to being the dispensers of information and evaluators of students may find functional communication difficult since it requires a different role. Here, the teacher manages instruction by planning problem settings, selecting materials, and developing procedures; and guides students through a self-evaluation process to assess the effectiveness of communication. The teacher's role is to help students explore different communication options rather than to prescribe one way of speaking and listening.

The full benefits of the functional communication approach take time to achieve. Intended to be developmental, the approach may not produce "instant" behavioral changes; but if instruction is continuous and articulated from the elementary through secondary level, students are likely to become mature and effective communicators. That is, with varied communication experiences, older children will be able to give more examples of handling the communication situation (repertoire); to use more appropriate criteria in selecting communication skills (selection); to employ communication skills more effectively in different situations (implementation); and to make sounder judgments about the effectiveness of their skills (evaluation).

Materials in Section IV provide additional theory and practice about these approaches. Whatever perspective frames teaching practices, one should not lose sight of the central purpose of oral communication instruction. In grades K-12 the teacher's primary goal is to help students develop their skills, knowledge, and attitudes as effective communicators.

SECTION III

PROMISING PRACTICES IN TEACHING SPEAKING AND LISTENING

This section describes promising practices currently taking place in Massachusetts classrooms. In selecting the fifty classes for on-site visits, the authors considered size, urban/suburban settings, reports of innovative communication programs, and accessibility. Organized according to elementary (K-6), junior high (7-9), and senior high (10-12) grade levels; the descriptions appear under two headings.

Those listed under PRACTICES offer brief examples of activities that occur in small units of time, such as a single class period. THROUGHOUT THE DAY practices, described at greater length, appear in the broader context of the school curriculum. These narratives report the problems and issues surrounding oral communication instruction from the teacher's perspective; indicate the potential for additional promising practices; detail some experiences that complement formal teaching; and suggest sample curricula.

Some general conclusions can be drawn from these practices. School systems often endorse similar communication activities. Variations of secondary school activities appear in elementary schools, and vice versa. In some instances, teachers were promoting speaking and listening skills without being aware of it. Typically, this happened during informal and undirected activities. What seemed like informal talk to the teacher, was also a communication experience for students.

The examples that follow offer practical suggestions for incorporating listening and speaking activities into daily classroom work. They may also help teachers identify their own activities and promote student awareness of using these skills.



Elementary School

Practices

Although these practices occur in elementary settings, we encourage junior and senior high school teachers to consider adapting these exercises to their particular class situations.

AURAL MATHEMATICS

The students in this class are grouped according to mathematic abilities. While some complete written workbook problems, others use tape recorders and earphones to respond to aural problems. While tape-recorded problems allow the teacher to develop material that complements the textbook tasks and accommodates different learning levels, the exercise indirectly promotes students' listening skills.

$$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$$

DICTIONARY DERBY

The teacher gives a four sentence dictation drill at the beginning of each class. She/he corrects errors in spelling and comprehension, plots class progress, and compares it to other class sections.

FRACT-O

Fract-O, a variation of Bingo, integrates arithmetic and listening skills. Instead of numbered cards, students have pictures of foods arranged in rows. Each picture represents a fraction of the particular food commodity. One student calls the game, and the rest of the class tries to complete a card row. The complexity of the prompts ("a quarter piece of orange",) promotes a great deal of confirmation activity.

GROUP REPORTS

An integrated social studies and mathematics class is studying a unit on Massachusetts. Discussion topics include: history, tourism, industry, geography, recreation, and agriculture. Students are divided into groups of five with each group assigned a report topic. Students discuss their report content, organize the material, and draw pictures as visual aids for their report.

Each group tape-records its presentation and plays it for the class while showing pictures on an overhead projector. At the conclusion of the report, the teacher discusses the importance of maintaining audience interest, and asks how the next presentation might be improved. Students comment that the presenters must speak louder, slower, and more clearly; they can't talk or laugh when other children are recording. In addition, students learn that everything they need to improve in their presentations, they also need to improve in their daily interaction with family and friends.



INTERVIEWING

Each student chooses a person she/he would like to interview such as the principal, a local politician, family member, policeman, custodian, or merchant. After a class discussion on questioning skills, students develop five relevant questions to ask their subjects. They then conduct their interview. Subsequent class reports and discussions elaborate on subjects' answers and interviewers' questions.

LISTENING THROUGH PICTURES

The teacher reads a short story with approximately six main features including characters, objects, actions, and settings. Students draw a picture, then compare it with the story to see how much they heard and remembered. In a similar exercise, the teacher reads a short poem describing the emotional and facial features of a person. Students are then asked to draw a face representing the poetic description.



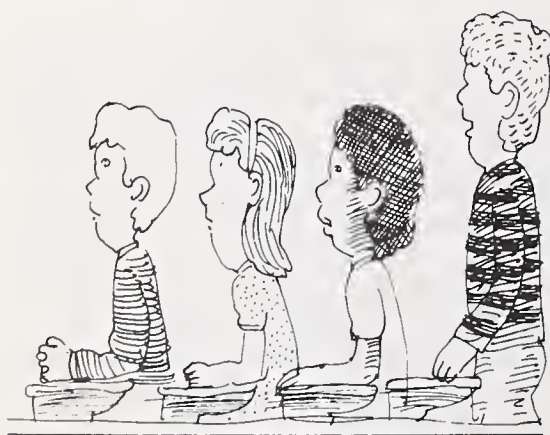
PEER COMPOSITION CRITIQUES

When students finish writing an assigned composition, they read their work to student partners. Partners orally critique the compositions, and the authors revise and rewrite them in response to these evaluations. Pupils then exchange roles. This activity motivates students to assist each other in written and oral modes of communication.

PEER TEACHING

Students who have learned grammatical rules which other pupils are still trying to master serve as peer teachers. The teacher gives instructions and a checklist of basic grammatical rules to these peer teachers. Peer teaching gives slower learners more individual attention and encourages a cooperative approach to education. The tutor/learner interaction also provides an opportunity for students to practice and improve speaking and listening skills.

PERSON OF THE DAY



This exercise familiarizes students with each other's background and interests while developing their capacity for questioning. Every student's name is written on a card and placed in a box. Each day, the teacher draws a name-card to select the "Person of the Day." Following selection, the student responds to ten minutes of questioning from the class. The student is not required to answer all questions, and is encouraged not to answer questions already asked. If a student repeats a question asked earlier, the "Person of the Day" responds, "That's already been asked." The teacher asks if anyone remembers the previous answer, and some students provide the correct response. Through this process, the class learns to listen critically and remember answers.

REPORT OF THE DAY

Students in this science class report the local weather on a regular rotating schedule. They use maps and other audio-visual aids in conjunction with their reports. Another regular exercise is a "how to do it" report. Students write short reports describing the operation of a machine, the use of an object, or the performance of a skill. The reporter responds to questions from students about the process described.

In another school, a teacher approaches the REPORT OF THE DAY in this way:

On a rotating basis, each student reports a daily news event to the class. The teacher comments on the speaker's content and delivery, and encourages listener courtesy. The exercise concludes with questions and additional comments about the event from other students.

SELF-EVALUATION



Students in small reading groups take turns presenting oral interpretations of assigned passages. Their performances are tape-recorded, with each student preparing a written and oral evaluation of his or her performance.

SHARE AND TELL

For approximately fifteen minutes at the beginning of each school day, students have an opportunity to show one of their possessions or relate a personal event. Pupils try to find interesting things to explain to their friends. The teacher also uses this activity to instill the concepts of courtesy and attention.

SHORT STORIES AND ORAL INTERPRETATION

Each student writes a short story that incorporates dialogue. The student reads the story aloud, concentrating on pace, projection, clarity, and characterization. The class critiques each story and performance immediately after presentation. The teacher controls, clarifies, and evaluates class feedback. These presentations are tape-recorded and played back to students when they reach junior high school, giving them a sense of their development.



SOUND LISTENING

The teacher instructs the class to be quiet and listen for environmental sounds in and around the classroom. The teacher solicits feedback and makes a list of the sounds heard. The class concludes with a discussion of ways to improve listening skills.

STORIES, PICTURES, QUESTIONS

Students draw pictures based on a story read by the teacher. When they finish, they describe their pictures to the class and answer questions from their peers.

STORYTELLING

Students tape-record their original compositions and play them back to the entire class. The teacher discusses the elements of successful storytelling and compelling oral presentation.

STUDENT-DIRECTED FIELD TRIPS



In conjunction with a field trip, the class divides into subgroups of ten students, each having a teacher or parent advisor. Each group decides a tour itinerary, such as historic Boston. Students guide themselves by map, note their experiences, and report them to the class at a later date. The adult advisor allows only one question from the group. The task results in an exploration of the process of decision-making, direction-finding, authority delegation, small group communication, and patterns of dependence and independence.

TELEPHONE

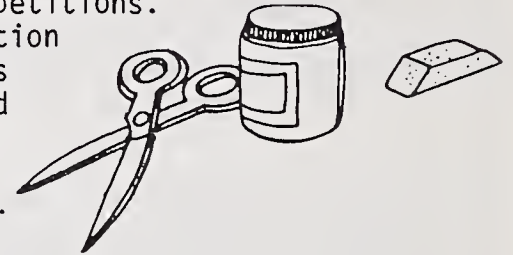
The teacher gives an oral message to one student who passes it along to another, etc. The original message is compared to that reported by the last student.

TOPIC FOCUS

Students choose a topic for a three minute oral presentation. The teacher and class evaluate the focus of each topic, especially in terms of the limited time constraint. Using class suggestions, students revise their subjects, and then present their reports to the class.

UNKNOWN PROJECTS

Using paper, scissors, and paste, students follow directions and construct an unidentified object. The teacher gives each direction twice with no additional repetitions. Students may seek confirmation from each other if they miss a direction or fail to understand one. When construction is completed, students compare their work to the teacher's model to see where they followed directions correctly or incorrectly. The class concludes with descriptions of the constructed object and a discussion of what it might be. On this observation, the objects were "moon flowers".



Throughout the Day

FINDING THE TIME TO ENCOURAGE INTERACTION

The following are excerpts from a conversation with an elementary teacher concerning the implementation of speaking and listening activities in the classroom.

"The biggest challenges I find are in promoting as much speaking as possible, using speech as a learning technique, and getting kids to repeat stories and listen for detail," the teacher said. "A basic thing now is getting the kids to follow directions, complete a task, give information, and listen when someone else is giving it. We have the children give an assignment, direct a game, (or) give an art lesson. I try to take each lesson and have the children be the director(s) of that lesson. Listening and speech become a method of doing things."

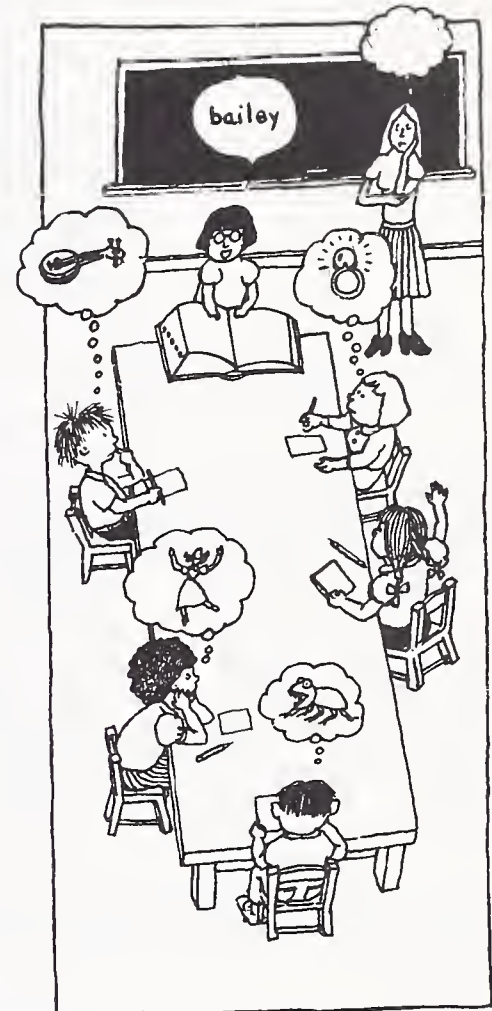
"Earlier this year, we had kids make puppets of themselves, and then tell about themselves, and something about someone in the group. We've done some role playing of feelings with the puppets and with Science Reading Associates' stories. We tried to give kids different words to express their feelings. We have also done a telephone company unit on how to give information in emergency situations."

The biggest problem this teacher faces is a lack of time. She likes to stop the lesson when an interesting topic comes up, "but," she said, "you have a certain content that you have to push through. I was listening to a lecture the other day about how alcoholics need acceptance and encouragement, and thinking that those are the same needs everyone has, not just the alcoholic. And I'd like to talk about that. The kids know about that."

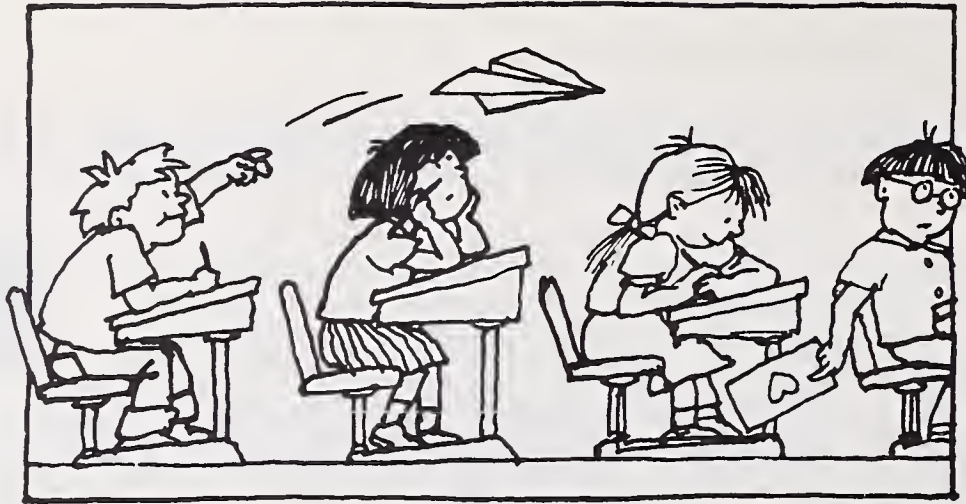
"Time is so critical, because it takes more time to teach this way. It's easier to follow a book, but taking a concept and turning it around so that the kids are speaking and listening is harder. You really have to analyze how to get these skills into the curriculum, to have the kids do it. You begin to learn that if you take time to develop these skills in turn-taking and listening, then you save a lot of frustration later. I think I must say a hundred million times a day, "Any questions? Any questions?"

"Peer-tutoring can sometimes get a concept across to students better than we can. I have no hangups about one child doing an assignment with another. One year, whenever there was a problem on the playground, a bunch of kids would come back and talk it out, discussing alternatives and how they could act differently. We have talked about handling different situations. Those kids could run themselves. They were fantastic."

"We have discussed roles people take in a group and what is positive and what is negative leadership. We have talked about what is participation and what is not. This (technique) was especially useful for a very bossy, critical little girl. Without naming her, the other kids could talk about this kind of behavior, and this kid could find out how the others felt. We would ask how they felt about these kinds of leaders, and they would say 'They don't listen,' or 'They didn't like my ideas.' "



"We will have a discussion about being good listeners and I'll ask, 'What good things did you see? What good styles of listening are going on?' We will talk about nonverbal body language and I'll say, 'Your body's telling me you're not listening,' and they know. They will say, 'She didn't make good eye contact.' They love that idea."



READING GROUPS AND RAINY DAY RECESSES

Two teachers and one student teacher supervise this class. At the beginning of the class, one teacher explains a grammar lesson that students are to complete on their own. She encourages the children to listen by not repeating her directions. Instead, she lets the children ask each other when they do not understand or remember a direction. She asks students to stand and speak up when called upon, reminds them to take turns and not blurt out their answers.

The teacher makes a special effort to draw out shy students. She calls upon the quiet children and asks the more talkative pupils to give the shy ones a chance. During the course of the morning, the teacher finds ways to recognize each child at least once. For example, she uses some of the children to illustrate her lesson. "Cheryl likes to eat pizza," she wrote on the board. "What else do you like to eat, Cheryl?" she continued. This skillful questioning encourages a timid child to add, "Hamburgers and Twinkies."

After a ten minute break, the teacher divides part of the students into three reading groups. The remaining children work on their mathematics, reading, and grammar assignments at their desks.

The "Easy Rider" reading group works on a lesson identifying nouns, verbs, and direct objects with the student teacher. Analyzing sentences from the children's own experiences, rather than examples from the text, might also prove a promising practice.

The supervising teacher discusses the story of Pinocchio with the "Dallas Cowboys." They begin at the dramatic moment when the puppet comes to life and impudently snatches the wig from Gioppetto's head. Two children read with great enthusiasm and dramatic feeling, but others hang on their words. The next day's lesson includes making puppets and acting out several scenes with the students. An alternative idea would be to have the children act out parts themselves.

Since it is raining, half the class spends recess in the gymnasium. The teacher conducts an indoor activity for the remaining youngsters. She draws a map of the school on the chalk board, labels various rooms and hallways, and discusses ways to give directions. The group divides into six smaller groups of four, and receives directions to a place in the building where half of a red paper card, cut in a jigsaw pattern, is hidden.

The children listen carefully to the directions, ask clarifying questions, then repeat the directions. In great excitement, and with animated support from the others, the first group sets off. The second group follows in turn. By the time the teacher directs the third group, the first returns, triumphantly holding a card, and bursting to know if it matches the other half. The

fifth group, however, runs into a problem. Their card has been removed. They return flushed and frustrated, demanding to know which of the other students had taken it. The teacher asks them to retrace their route, and accepts their story when she is satisfied they followed the directions.

This activity has several variations. Teachers could have one group of students give directions to another group. An older class could plan a treasure hunt and give directions to a younger class. Children could be directed to different check points where they would receive directions leading them to the next check point. In this instance, children could work in teams to make up clues for the others.

These rainy day activities enable a teacher to offer enjoyment along with opportunities for students to practice listening skills.

As the day ends, the teacher invites students who have finished their work to join her to listen to a story. One by one, the pupils draw up chairs or sit on the rug. They listen attentively as she reads.

Junior High School Practices

Although these practices occur in junior high school settings, we encourage elementary and senior high school teachers to consider adapting these exercises to their particular class situations.

AURAL ENVIRONMENTS

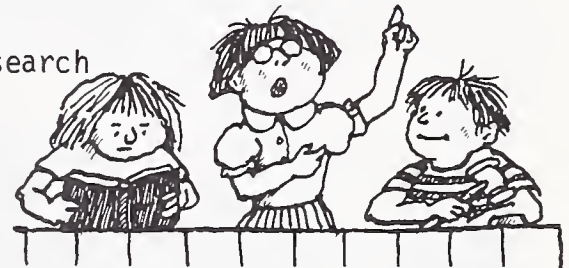
Using a recording entitled *Dawn at New Hope, Pennsylvania*, students listen to the environmental sounds of this community and try to translate the sounds into a written description of the setting. Similarly, an exercise entitled *Tintinabulation* uses a recording of synthetic bell tones played at different speeds. The pitch, rhythm, and repetition of the bells serve as creative stimuli to students who translate their impressions into prose or poetic descriptions of mood or situations. These and other sound exercises show students how sensitive listening can help improve their writing skills.

CONFLICT IMPROVISATIONS

Students outline conflict situations, drawing in large part upon their own experiences. The class listens to a description of each situation, then each pupil assumes a role in each conflict. Students improvise dialogue and action until the conflict reaches a resolution or an impasse. The exercise increases each student's range of emotional expression.

DEBATE UNIT

Students negotiate a range of topics that they would like to research and debate. Current issues include such topics as nuclear power, smoking bans, and gas rationing. From a narrowed list, students choose the topic and side they wish to debate. Debates follow a standard format, and the class votes on the winning debaters.



DRAMATIC REVIEWS

Students write and perform their one act plays. Each performance is recorded and played back to the students. The "actors" then write a critical review of their dramatic deliveries, evaluating characterization, emotion, inflection, projection, enunciation, pace, and vocal quality. A class discussion and evaluation follows the completion of these written reviews.

DRAMATIZING REPORTS

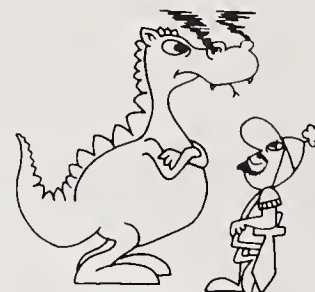
In a social studies class, students research and present short, oral reports on America's presidents. The teacher encourages the use of audio-visual aids. One student presents a report on President McKinley, dressed in a period coat and top hat. Unbeknownst to the teacher or class, he also arranges for his own assassination, complete with anarchist, squirt gun, and ketchup. His report concludes dramatically.

GROUP STUDY SESSIONS

This activity helps students focus in detail on subject matter while perfecting their discussion abilities. The class divides into small groups. Each group is responsible for a subsection of a textbook or literature unit. As a group, students develop a content outline of their subject matter, a study guide, and comprehension questions to be given to the class at the end of the unit.

HEROIC CHARACTERS

Following a unit on the hero in literature, each student chooses the character she/he considers the most heroic. The student prepares and delivers a nominating speech for his or her character, justifying the selection with references to class readings. At the conclusion of the nominating speeches, the class votes for the most heroic character, based on the strength of evidence presented.



HISTORICAL SIMULATION

These students receive "role cards" specifying the biographical and demographic backgrounds of different character types. Using parliamentary procedure, the students play their roles and simulate the Constitutional Convention.

LIFE EXPERIENCES

As an introductory exercise to a biography unit, students interview an adult about "what it was like when you were a kid." The teacher lists and describes historical events such as The Depression, World War II, and Sputnik, that would likely elicit responses from parents or grandparents. The class discusses productive interviewing techniques, and each student brainstorms questions and issues to pursue with his or her subject. Key questions are chosen with the teacher's help, and the student writes down expected answers. Students then interview their subjects, taking notes or using a tape recorder. Students orally report their interview results to the class, highlighting the differences between their predicted and actual responses.

LISTENING LISTS

Students find the quietest spot in their houses and catalogue all the sounds they hear during a fifteen minute time span. Based on this limited aural stimulus, students relate the experience to the concept of different levels of perceptual awareness. They answer questions such as, "How often are you aware of all the sounds you listed?" "What restricts your awareness?" Students also discuss the sounds they heard in different locations and at different times of the day, and ways of improving their listening abilities.



MIXED MEDIA

Each student writes a book report on a science fiction novel she/he has read. They then find or create appropriate visual or aural material to enhance the oral presentation of their reports. Overhead projections, slides, drawings, collages, records, and tapes complement the mood and content of the text as it is delivered in class.



MUSIC AS MESSAGE

Music is used to stimulate creative writing. Students listen to *The Grand Canyon Suite* or the *Scottish Fantasia* and take notes on the images and events the music evokes in their imaginations. After a second listening, they write story lines to follow the music. The stories are then presented orally with the music played as a background to the text.

PEER ATTENTION

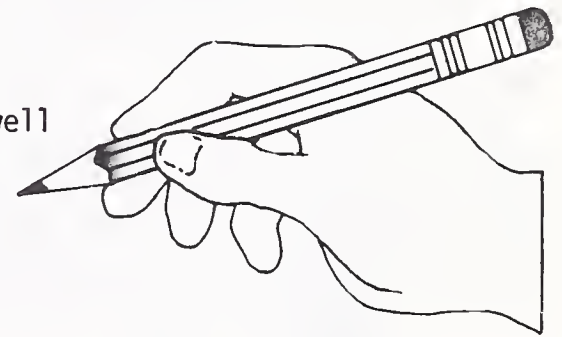
In this activity, students discuss topics with a minimum of teacher guidance. The teacher sits outside the discussion circle to encourage pupils to talk to each other, instead of addressing her as an authority figure. To ensure sensitive listening and orderly interaction, students must summarize the statement made by the previous speaker, before making their own. Once the previous speaker confirms or corrects the accuracy of the summary, the next student may state his or her point of view. Students also clarify ideas and determine lines of conflict and agreement in the discussion.

POETIC INTERPRETATION

The teacher designs an activity sheet for each poem studied in class. The sheet helps students identify the mood, speaker, and figurative devices of the poem. After completing this activity sheet, each student reads the poem aloud attempting to capture the correct emotion and expression.

RERUNS

Students keep a television viewing log, noting lines that were well delivered by actors. In class, students describe the context of each line, and attempt to reproduce the actor's inflection, gesture, and characterization. The teacher capitalizes on a common activity (television viewing) to improve the listening and presentation abilities of the class.



SENIOR CITIZEN INTERVIEWS

In conjunction with a unit on local history, a social studies class visits senior citizens in a local community center. Every student asks at least one question and tries to remember as many responses as possible. Conversation turns to descriptions of the town in earlier days and the advantages and disadvantages of growing up in another era. When students return to class, they review the highlights of their interviews and try to describe the way town life used to be years ago.

SKIT WRITING AND PLOT SYNTHESIS

A lecture presents the key elements of drama: setting, protagonist, antagonist, conflict, and resolution. Students review a list of settings (the principal's office, a restaurant, car, bank, garden, canoe) and pick one to use in a dramatic skit. The next day, students choosing the same setting break into small groups. Each group synthesizes its plots into one, creates characters, and assigns roles. Students rehearse the improvised skits several times, embellishing, editing, switching roles, developing and finalizing dialogue, and blocking out action. The teacher circulates among groups, clarifying conflict and plot structure, helping students elaborate dialogue, and encouraging slow motion as an antidote to hyperactivity. On the third day, groups perform their skits. The class audience evaluates them.



SOUND MYSTERIES

Using commercial records of integrated sounds without dialogue, students identify the sounds and write a story line to go along with them. Another exercise uses recordings of ambiguous dialogue that can only be clarified by careful attention to aural context clues. Exercises like these, as one teacher put it, help the "talkers who need listening skills."

SPEAKING AND LISTENING EVALUATIONS

The teacher explains the elements of successful oral presentations: personal involvement, topic interest, preparation, knowledge, and delivery. She emphasizes the interactive communication process between a speaker and listeners, including the aspects of critical listening and courtesy. As oral reports are presented, students in the audience complete evaluation check sheets. The teacher, however, uses a dual evaluation procedure. She grades the speaker and grades each audience check sheet according to how detailed and sensitive each listener has been in evaluating the speaker. Feedback is expected to be specific and deals with both the content and presentation of the oral report. Students must demonstrate that they are both effective speakers and active listeners.

SPEECH CONTESTS

Each student selects and edits (if necessary) a five-minute selection of prose, poetry, or drama to present in class. The students and teacher critique the performance. The exercise prepares junior high school students for participation in an annual speech contest held in conjunction with the senior high school.



STRUCTURED BOOK REPORTS

As part of a literary unit on Mark Twain, each student reads a novel, biography, or history concerning the writer and period. Students prepare five-minute oral summaries of their books, creating audio visual aids when appropriate. One student serves as a chairperson who introduces each speaker. At the end of each report, the presenter responds to questions. The content, organization, and delivery serve as the basis for evaluation.

TEXT ANALYSIS

After reading The Yearling, students explore figurative language by discussing the uses of personification. There is almost total participation in the discussion as students cite examples from the text. The students and teacher interact by asking speakers to clarify their points or project their voices. One student asks a key question, "How does an author come up with a metaphor?" The students respond in open discussion, drawing primarily on their experiences as young writers.

Throughout the Day

UNDIRECTED SPEECH ACTIVITIES--COMPLEMENTARY EXPERIENCES

Some teachers apologize for the fact that there is little evidence of listening activities occurring during their classes. However, undirected activities often allow for rich communication experiences. The following narratives document some examples observed by the authors.



One teacher schedules open class sessions twice a month. She "borrows" a student for a twenty-minute private conference about his or her work while the remaining students read, visit the library, or meet in small groups ostensibly to discuss course topics and themes. Most of the students form groups of four or five, and discussions begin loudly with references to hairdos and clothing styles. The teacher interrupts, asking for a justification of the discussions she overhears. One student replies, "We're practicing our vocabulary skills." "Are you practicing academic skills or social skills?" the teacher retorts. "Both," replied another student. "Then keep the volume down," the teacher concludes.

The students continue their discussions. The observer notes a sizeable range of topics, a large amount of participation, and a variety of language styles. When the teacher learns this, she is pleased. She does not pursue the same kinds of topics and discussion in directed class activities because she is not sure students would talk about them in a more formal communication setting. But in this informal atmosphere, students discuss topics of interest to them, participate freely, and employ different language styles.

While these students participate in informal group discussions, the teacher converses with a reticent student who is not doing well in school. She tells him that she likes his writing and thinks he has insight about people. He replies, "I want to become a psychologist. But I didn't know I could write until you told me."



Private discussions between teachers and students can prove very valuable.



An example of using free discussions as a student reward is evidenced in comparing two English classes. The directed portion of both classes ends five minutes before the bell. In one class, the teacher attempts to fill this time with questions about the material just covered. The students do not respond. Instead, they pack up their books and prepare for an early exit. In the other class, the teacher concludes the activity with, "Thank you for your attention." This signals the students that the remaining time is their own. They immediately start talking among themselves and are late leaving the room after the bell rings.

A third example occurs in a school where a number of lower ability students congregate in one teacher's room for a period each day. The instructor teaches retail merchandising, insurance and personal finance but does not see himself using speaking or listening experiences at all. In fact, he comments, "There's very little interaction in my classes."

Yet, this teacher has a talent for involving students in discussion. During his free period, he stays in his classroom and allows students to join him for informal talk sessions. When asked about this practice, he explains, "Kids are curious about adults. They need contact; they want to talk and share their experiences. This is especially true of underachievers. Everybody listens to "A" students, but nobody listens to "D" students. I like to talk also. That's why it would be a disaster for me to supervise a study hall. The kids who join me wouldn't be using their assigned study hall profitably anyway. The principal gives tacit approval to our sessions. I never thought of those sessions as teaching before. They really aren't classes, you know. But in these sessions, students learn the rules of communication and the necessity of respect. The informality and lack of restriction in this setting promotes communication. If I institutionalized or advertised my free period as a course in group discussion, my kids probably wouldn't show up. I had never realized how important our sessions were until you mentioned them."



These experiences are largely undirected, unstructured, and student initiated. Evidently, in the minds of these teachers, the informality of classroom interaction did not qualify as a "legitimate" speaking and listening activity. However, the activities described here indicate that undirected opportunities to communicate orally can and do complement more structured curricula and activities.



Senior High School

Practices

Although these practices occur in senior high school settings, we encourage elementary and junior high school teachers to consider adapting these exercises to their particular class situations.

ART AS HISTORY

Students discuss what can be learned about particular subcultures in specific historical periods from paintings, photographs, music and song lyrics. They increase their aural and visual sensitivity, and learn to look for historical evidence in a wider range of contexts.



CHARADES

To encourage confident use of physical expression, this class plays charades. The students divide into two teams. Each team creates a series of phrases based on the titles of plays, films, television shows, songs, or books. Teams exchange phrases, and each student chooses one. Students pantomime the phrase for their team, which must guess the answer within three minutes. After adding accumulated guessing times, the fastest team wins.

COMMERCIAL ANALYSIS

Students prepare a five-minute oral critique of a magazine advertisement. In particular, they analyze form, denotation and connotation of the advertisement, and its personal appeal or lack of it. Students describe the "be plus" and "be negative" beliefs and values in the commercials. They refer to symbols, magic claims, visual emphasis, composition, and the psychology of color. Products analyzed include: ice cream, cars, deodorant, cameras, and mineral water. At the conclusion of each presentation, the class asks questions or adds interpretive comments about the advertisements. In the following class, each speaker receives written evaluations from the teacher and four students.



CRITICAL READING

This teacher uses a five step approach to clarify a homework reading assignment and stimulate class discussion. First, students complete a vocabulary worksheet in conjunction with their reading. The teacher follows this with a discussion of the etymology of selected words and the application of varying definitions. The teacher then asks key questions about the plot line and works toward a group consensus on the most accurate responses. Students prepare a written response to a central interpretive question about the author's intent in characterization. The class debates the question in open discussion. Finally, the teacher selects descriptive phrases and lines of dialogue and asks students how the author or characters would deliver the lines orally. After describing possible approaches to delivery, students perform dramatic readings of the selected passages while the teacher critiques them and offers suggestions for interpretation and presentation.

DESCRIPTIONS

Students increase their ability to verbally describe objects, processes, and locations through the following exercises:

In "Form Descriptions," each student describes an irregular object or design to an unseen partner. Without asking questions, the partner draws the form as it is described. When completed, they compare the drawing to the original, discussing inaccurate representations in terms of problems in describing or receiving messages.

"Airport" places a "traffic controller" in the situation of trying to orally direct his/her blindfolded pilot partner through an obstacle course without causing a crash.

Students give directions to a "Mystery Place" until the class correctly identifies it.

"Definitions" entails describing a common procedure, such as putting on a shirt, or tying a shoe. Students give only verbal descriptions and definitions; no object labels may be identified.

DRAMATIC INTERPRETATION AND APPLICATION

The teacher selects student volunteers to perform oral interpretations of *The Subject Was Roses*. Sections of the play are assigned as homework each day. At the beginning of the following class, the teacher asks for a brief summary of the action and motivation of each character. The actors then read the scene. If an actor lacks credibility in performance, the teacher stops the scene, asks the student how she/he feels as the character, and requests a content analysis of the lines from the rest of the class. The actors then repeat the scene.

At the conclusion of the reading, students relate the dialogue and action of the scene to the class theme under study, "The Meaning of Truth." Students conduct an open discussion, taking turns on their own. One student summarizes the dramatic conflict, "The characters were living a lie." Another student concludes, "Truth is not lying to yourself." The class adds this maxim to a list of student-generated statements about the meaning of truth.



FILM ANALYSIS

After viewing *All Quiet on the Western Front*, students determine the central message of the film and document their conclusions with five examples. The class compares individual conclusions and evidence in an open discussion.

GRADUATE REPORTS

College students return to their high school to lecture on the academic expectations and topic focuses of college level courses. They answer questions from high school students and encourage their academic achievement.

HISTORICAL SIMULATION



The class divides into five groups. Two groups represent political parties trying to convince three special interest groups to vote for their presidential candidate. The roles and situations lead the groups to simulate the United States election of 1932.

HISTORY OF A HOUSE

Having chosen a house or building constructed before 1900, students interview present and past owners, local personages, and others who might assist in constructing the history of the house. Deed searches, drawings, photographs, and architectural evidence help verify the house's construction date. The student composes research and interview results and presents an oral summary to the class. While the subject matter changes, the inquiry process remains the same. This type of activity demands a high degree of social confidence and interactive ability in speaking and listening.

HISTORY OF JAZZ

The teacher briefly summarizes the evolution of bebop in the history of jazz. Students are asked



to describe the distinctive elements of bebop on their readings and auditions of selected recordings. The class compiles a structural analysis of the genre. The teacher then describes the nature of the audience to which bebop appealed, and the social and economic conditions that influenced the musicians. Several representative pieces are played in class. Students move or drum along with the music; some mime playing solo instruments. To encourage sensitive listening, the teacher gives a running commentary and analysis while the music plays. In

general, the course enables students to analyze the structure of popular music (grammar), and appreciate its historical impact (the rhetoric of music.) The course parallels in many ways some content areas in English and social studies.

INTRODUCTIONS

As an introductory exercise, students pair up with someone they do not know and use a standard interview format to discover information about each other's family, interests, and ambitions. Students then introduce their partners to the class, using a humorous context if desired (i.e. Miss America, our next President.)

ISSUES SEMINAR

Each student researches a social issue such as capital punishment, the Equal Rights Amendment, and DNA, and invites a speaker to address the class on their chosen issue. The host student interviews the speaker, writes an introduction, and chairs the class session. The student also interviews a person with an opposing viewpoint. This exercise prepares students to debate both sides of their issue in a future class discussion.



JOURNALS

At least once a week, students make a journal entry in response to a teacher's "prompt" question about interpersonal communication. Examples include: "Describe three of your interpersonal relations," "Write about a time you wish you had listened, but you didn't," and "Write about a time you communicated nonverbally with a good friend and it was better than if you had said something." Advanced students complete their journal entries as homework. Basic level students complete their writing in class with teacher assistance. Students receive grades based upon their writing skills, not the content of their journals. However, the teacher poses "prompt" questions which are provocative enough to stimulate active class discussion when the written responses have been completed.

MEDIA PROGRAMS AND GROUP DISCUSSION

Following a slide tape presentation entitled *Man's Search for Identity* which deals with central issues concerning coming of age, students engage in an open discussion about the differences, advantages and disadvantages of childhood and adult life. Comments focus on the oppressive conditions of childhood and the unwanted responsibilities of adulthood. The teacher concludes the discussion by asking, "Would you prefer to return to childhood?" "No," replies one student. "They treat you like a little jerk."

MUSIC AS A SECOND LANGUAGE

This introductory course demonstrates how music, English, and social studies frequently have a mutual emphasis on speaking (performing) and listening skills. The course covers fundamental music theory and history. Students explore polyrhythms, coordinate group performance in percussion ensembles, and develop cross-cultural appreciation by listening to musical selections from throughout the world. They also sensitize their listening skills through exercises in melodic dictation. Improvisation exercises encourage self-expression. The course is ungrouped and designed for students with or without a musical background.



NEGOTIATED AGENDA

This history teacher begins the period by asking, "Do you have anything of note to say?" Several students respond, "Yes, let's talk about the rescue mission to Iran." The teacher replies, "You may have the last fifteen minutes of class to discuss that subject if you pay attention and contribute to my lecture." The contract agreed to, one student reviews the previous day's lecture. Several others summarize the reading assignment. Then the teacher presents the lecture, concluding with a preview of upcoming issues of future classes.

To encourage active listening, the teacher records substantive and humorous student comments in a class "Book of Wisdom." One student acts as secretary, noting quotations as directed by the teacher. For example, one student ends a lengthy and competent summary of the text assignment with the disclaimer, "I don't really know what I'm talking about." "Take that down!" exclaims the teacher in the midst of laughter. In response to a teacher's question, an unprepared student replies, "What do you want me to tell you?" This ruse also enters the "Book of Wisdom." Another student responds to a categorical statement, "How never is 'never'?" That question is recorded for posterity.

The lecture concludes and the students begin a free discussion of the wisdom of military intervention in Iran.

NONVERBAL EPISODE

Students pair off and create a brief dramatic episode that does not incorporate dialogue. They use corners of the classroom and the hall to conduct their fifteen minute rehearsals. Having determined setting, situation, character, and dramatic structure, students present their work in front of the class. Episodes include: exam-cheating, note-passing, safecracking, communicating through soundproof windows, and sign language across a busy intersection. The teacher leads brief critiques.



ON THE ROAD REPORTS

This activity is recommended for small groups. Prior to a field trip to Boston's Chinatown, each student in a social studies seminar researches a cultural or historical aspect of China. Students report on their topic while riding into and returning from Boston. Traffic noise requires speaker projection, and audience interaction is frequent in the intimate setting of the school van. Students evaluate each report for content and presentation. Interest is high, content immediately applicable to the field trip, and travel time passes easily and quickly.

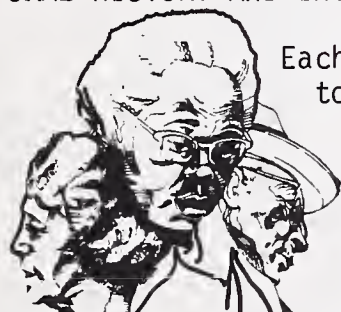
OPINION SPEECH

The teacher asks a reticent student to participate in an opinion sharing exercise. The student replies that he is not prepared. The teacher explains that an opinion needs no preparation and asks what "bugs" him. The student replies that school bugs him: classes are too long, homework difficult, and teachers boring. The teacher asks for a definition of boring. The student responds, "Boring is boring." The teacher replies that different people have different definitions of shared terms. What is boring to a student may not be boring to a teacher, and vice versa. The student refuses to define his criteria for boredom. The teacher pursues with questions. The student admits that he can be bored outside school, even at a party. He describes how he feels. He feels asleep in school. He wakes up when he goes home. He wants the freedom to do what he wants.



The teacher thanks the student for his effort and opens the discussion to the entire class. Regardless of his remarks and initial reticence, the student fulfills the assignment by participating in the discussion.

ORAL HISTORY AND INTERVIEWS



Each student interviews someone over fifty years old and reports their discussion to the class. Advanced students tape-record interviews with World War II veterans. Interviews are condensed and edited for an oral presentation.

Another assignment requires students to interview local politicians and town administrators, and attend town meetings. Through class discussions based on these interviews, students learn about the operation of town government.

PANTOMIME

Students choose a pantomime activity from a hat. They may make another selection if they have never performed the activity described. Since the purpose of the activity is to overcome stage-fright, rather than perfect performance, pantomimes are presented on stage. A follow-up activity requires students to contextualize and pantomime or develop a nonverbal story line that will make it more interesting.

PHILOSOPHICAL DEBATE

In an advanced philosophy class, the teacher reads an article about a controversial decision made by a public figure. In this case, the resignation of Secretary of State Cyrus Vance is considered. The question for debate, which corresponds with an assigned textbook unit, asks whether Vance exercised "free will" at the moment of his resignation. The entire period is spent in discussion which includes tangent considerations of responsibility, principles, cause and effect, and punishment. Students negotiate turn-taking and seek clarification with minimal teacher involvement. Some raise their hands and the teacher recognizes them, but many enter the discussion on their own. Sample student comments indicate the extent to which students are sensitive to the communication process:

"Excuse me, I'm not finished yet."

"I have a question for Tom."

"John's been waiting to talk."

While listening is active and courteous, the teacher also tolerates whispered discussion between students not holding the floor.

PLATFORM SPEECHES

Students participate in exercises dealing with biographical presentations, media reviews, demonstrations, and personal opinions. They then research a topic of their choice, develop an outline, and present an extemporaneous platform speech to entertain, inform, or persuade. Topics include extrasensory perception, Navahos, lasers, ghosts, Eskimos, capital punishment, death, music and sports among others. At the end of the presentation, the class polls its response to the speech. Speakers are evaluated on their outlines and presentation skills.

POLITICAL PARTICIPATION

As an extra credit exercise, students work on a political campaign. They learn verbal and listening skills as they poll, interview, and solicit voter support over the telephone. They report their experiences to the class and answer questions posed by the teacher and class.

PRODUCT PROMOTION

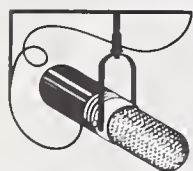
Each student chooses a product to promote in a five-minute demonstration lecture to the class. Products include popcorn, riding boots, sunglasses, cars and punk rock records. The promotions follow this structure: a teaser or interest-arouser, product description, product virtues, comparison to inferior products, and personal endorsement. Pictures, packages, props, and tape recordings complement the promotions. Each student critiques at least one speaker, using an evaluation form that includes the following headings: inventive introduction, use of symbols or "magic claims", image/personality of product and speaker, product comparison, conclusion, and vocal and physical delivery. No class time is spent in oral evaluation. The speaker receives the written student evaluations, along with a more detailed teacher evaluation.



QUARTER PROJECTS

Each student researches and organizes an oral presentation at the end of each quarter. Following their presentation, each student must also stimulate and manage a group discussion. In consultation with the teacher, the student develops five discussion questions. This exercise allows students to pursue social studies topics of particular interest to them. But more importantly, the oral presentation kindles the interest of the entire class.

RADIO ADVERTISEMENT



Students in a business skills course write and produce their own radio commercials without teacher assistance. They receive independent production time during several class periods to tape record their advertisements. These recorded commercials are played for class evaluation. Criteria for evaluation include pronunciation, intonation, enunciation, grammar, projection, timing, and persuasive appeal.

SELF-EVALUATION

In a psychology class, each student orally describes his or her work (a paper, test, or laboratory experiment,) then assigns and justifies a grade for their work in the presence of the teacher. The teacher responds, confirming or disagreeing with the student's self-evaluation.

SMALL GROUP/LARGE GROUP DISCUSSIONS

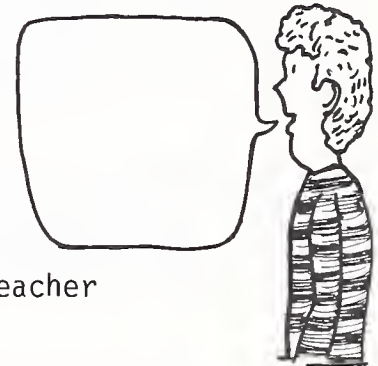
A social studies class divides into five groups. Each group establishes a chairperson on a rotating week-by-week basis. This results in each student taking a leadership role several times throughout the year. After researching and reading about the aborted rescue mission in Iran, these groups meet to discuss the ramifications of this action. For a half-hour, students freely exchange information and opinions, with the "chairs" noting ideas as they arise. During the last five minutes, groups synthesize their ideas and summarize their main points. A discussion of the small groups' conclusions, differences and similarities, takes place once the class reconvenes as a large group.

SMALL GROUP TEST DESIGN

Working from notes and textbooks, small groups of students discuss and design appropriate essay questions for their own final examination. They share their questions, which serve as study guides, with the class. From this pool of questions, the teacher selects a representative few and composes the final essay examination. The exercise provides subject review and practice in group communication.

STUDENT TEACHING

Each student prepares a twenty-minute extemporaneous lecture on several American authors included in a unit on "The Rise of National Literature." The lecturer draws attention to major points while the class takes notes. Students interrupt to ask questions; banter and punning are frequent. For example, the speaker states, "William Cullen Bryant was admitted to the bar in 1815." A member of the audience remarks, "W.C.B. was an alcoholic." The speaker maintains eye contact and adapts the pace of delivery to the class's note-taking speed. The speaker summarizes the impact upon American literature and importance of each author. At the conclusion of the lecture, the class takes five minutes to review notes and ask final questions. The student teacher then administers a ten question open book identification quiz, collects the answers, and reviews the correct answers for the class. The student corrects the quizzes and reports the grades to the teacher. The teacher evaluates the student lecturer on content, organization, and presentational skills. Students who perform poorly on their quiz work with the teacher to improve listening and note-taking skills.

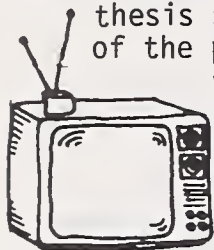


SYLLABUS NEGOTIATION

In an alternative energies science class, the available reading material for the class is wide and eclectic. The teacher approaches the textbooks and articles as a potpourri from which the students as a group choose the topics. The teacher asks the students to break into small groups, consult their texts, and decide on the next subject they want to cover. After a brief period of time, the teacher calls the group back together. After hearing student choices and rationales, the teacher negotiates a consensus on the subject of nuclear energy. Students read positions both pro and con and prepare themselves to defend either position in future class discussions.

TELEVISION ADDICTION

Based on personal experience and a short article read in class, students support or refute a thesis statement made by the teacher. One thesis is, "People watch television not because of the programs, but because they are addicted to television." Students clarify their reading of the article using a ten question worksheet. They write their responses with reluctance, but welcome the oral debate that follows. At the basic and standard levels of achievement, writing is typically seen as a chore. Teachers frequently use concluding discussions to reward writing attempts.

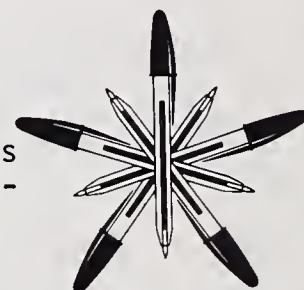


WHAT'S NEW?

In an early morning retail management class, the teacher starts the hour by asking "What's new?" Students volunteer items dealing with business and local news. However, the teacher also selects an article or item from the *Wall Street Journal* as a backup in case students have little to volunteer. The teacher plays the role of naive questioner in these ten minute exercises which serve to wake up and involve the students. After this introduction, the teacher begins the lesson, applying "what's new" to the course content whenever possible.

WRITING CONFERENCES

Each student describes a proposed paper. The teacher makes notes on content as the student speaks, and collaboratively they determine the appropriate organization of the paper. The student uses the notes and discussion as the foundation for the final written version.



Throughout the Day

The following observations demonstrate how integrating curriculum into extra-curricular activities can motivate high school students to learn listening and speaking skills.



COLLABORATIVE EFFORTS IN COMMUNICATION

About two-thirds of the student population of City High School is Black or Puerto Rican. Not all of the five hundred students meet in the main building at the same time. Some attend classes in a small theatre in a nearby church; some have part-time jobs.

City High School makes a special effort to teach communication skills. Its speech, media, and theatre courses come under the jurisdiction of the English department. Through a collaborative partnership with the speech/theatre department of a nearby liberal arts college, City High School teachers restructure their language arts program to include more theory, professional expertise, and support materials.

Each year, the high school faculty chooses consultants from the college's faculty based on the classes they plan to offer. "We need to communicate our needs and plan jointly from the beginning," says one teacher on the planning committee. "It's very easy to get into the situation where the high school dictates a very narrow program and limits itself to what it can offer, or where the college dictates a program to fit its needs. So we have to keep up the communication beyond the initial planning.

Speech therapists from the college test the high school students during the first semester to identify gross speech defects. They test the entire freshman class for communication apprehension. The apprehensive students enroll in a behavior modification program that teaches them how to relax in stressful situations. After this program, students are ready to enter the second semester of the high school's "Personal Communication" course.

During their freshman year, City High School students take a required writing workshop. In their sophomore year, students enroll in another writing course along with "Introduction to Literature" which incorporates some oral interpretation activities. However, in their junior and senior years, City High School students elect from a variety of courses which include topics such as: creative speech, public speaking, persuasion, theatre, journalism, media, and propaganda. Interpersonal communication is also offered on a two-year cycle within a business skills course that includes oral communication and interpersonal skills in business. A humanities course incorporates oral projects with ethnic studies, and a "Youth and the Law" course includes role-playing.

Collaboration with the college has enabled City High School to offer an audition workshop which teaches students how to assemble a portfolio and prepare an audition piece. Each student's work

is critiqued by a college professor. These exercises help students prepare resumes and anticipate job interviews. The college also participates in a series of career days where students discuss careers with people working in various professions.

City High School also draws parents into its expanded program by inviting them to hear a visiting professor present readings designed to stimulate an understanding of oral interpretation. Teachers encourage parents to talk and read more to their children. "Many of our kids don't come from a verbal background," says the interpersonal communication teacher. "It's much easier for them to write about something than to stand up and speak. We need to try to get them to act out too. They have very little oral reading background. They have up to grade three, but then they lose the skill. They're not used to it at all in high school. We need to teach them to listen for detail and main points, how to follow verbal directions, and how to empathize. There is a whole concept that students are not active listeners or speakers. They just let things wash over them. They're very passive. We need to teach them to be critical consumers of the media."

"I'd like to see more role-playing and interviews with elderly people who belong to different ethnic groups." The ethnic studies teacher also states, "We are working now with a professor on a unit in Oriental theatre." In the future, City High School teachers would like to organize a month-long "Ethnic Fair," a time to focus on poetry, plays, and oral interpretations of ethnic literature. An international dinner with ethnic music and dancing would be included.

A teacher of interpersonal communication comments, "I wish I could get students out of class and into the city council chambers. I'd like to take them to the state house to watch debates, or to court rooms, community agencies, city hall, the NAACP, and feminist organizations. I have taken the debate team to a forum on advertising and media manipulation, a panel on children and violence on television, and to a discussion on feminist issues. I'd like to do more."

One of the program planners summarizes a central goal of the collaborative efforts of the high school and college teachers: "The biggest problem we have is just trying to get the kids comfortable by building up their self-confidence. A lot of them find it hard to speak up and to listen."



PEER LEADERSHIP TRAINING

A locally developed and federally funded program, Peer Leadership Training, provides experience in human relations skills through extracurricular activity. Interested high school students applying for peer leader positions are interviewed and selected by a committee of teachers and staff members. Successful applicants receive training from a program coordinator, who is a parent volunteer.

The leadership group's primary task is to develop and present educational and entertaining programs on health education. While their target audience is composed of sixth and seventh graders, some programs are also presented for parent-teacher organizations and community groups.

The peer leader group uses lectures, dialogues, demonstrations, skits, and question and answer

periods to explore such topics as cigarette smoking or alcohol abuse. Student audiences respond with a high degree of interest, and peer leaders contribute a large amount of commitment.

One administrator supports redesigning Peer Leadership Training and offering it as a full-credit curricular activity associated with the science, health education, or social studies department. Since peer pressure often leads to substance abuse, peer education serves as a strong counteractant. The course format also provides more opportunities for peer leaders to use their shared experiences to gain greater self-awareness and communication expertise.

This sample of curricular, cocurricular, and extracurricular activities demonstrates that many of the problems in facilitating the development of human relations skills can be overcome by changing some aspects of traditional educational structures. The two programs described above deal with the demands of time, attention, trust, tolerance, and testing. Small groups (from six to sixteen students) learn to interact and solve problems together. They receive individual attention from teachers and aides, and work with subject matter which is closely connected to their personalities and communication abilities. Double class periods, after school time blocks, or entire weekends provide extended opportunities for interpersonal learning. Trust and community-building exercises facilitate peer support, while interaction with older and younger people clarifies differences in values and emphasizes the necessity for developing skills to resolve conflict. In addition, course grading, deemphasized by a pass/fail system, depends largely upon self-evaluation.

Across all activities, the most significant stimulus toward the development of communication competence is the amount of responsibility given to each student. Teachers interested in helping their students develop human relations skills might consider ways to increase student responsibility and incorporate activities designed to promote intrapersonal awareness, interpersonal sensitivity, relational maintenance, and conflict resolution.



A high school science department sponsors a Survival Living course. The course provides students with the necessary skills and self-confidence to cope in a situation where they must live with minimal food and shelter. General course goals include: helping students become aware of the psychological factors important in a survival situation; providing students with the self-confidence and skills necessary to participate in a solo three-day survival practicum; avoiding creation of a false sense of security among students finding themselves in a survival situation; and helping students discover the kinds of behavior which are helpful in group decision-making situations. Specific course topics include ecology, astronomy, orienteering, physical conditioning, shelter-building, edibles, food preparation, fire-building, survival kits, and first aid.

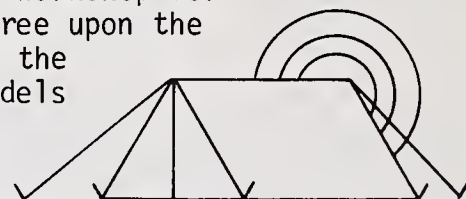
The course balances skill development, high stress activities, and community-building exercises. Major activities include group mastery of a challenging ropes course, a winter all-night mountain hike, a two-night group campout, and a three-day solo survival experience. Exercises before these activities and lesser events build confidence, cooperation, and trust among students. Group discussion and structured sharing experiences concentrate on what each student looks forward to and what each student worries about. A sense of community builds as students realize that they share many of the same expectations and fears.

Students keep personal journals, but write their learning experiences in class on large sheets of newsprint. These create a public bulletin board which serves as the basis for comparative group discussions. "Fishbowl" exercises with participants and observers, help analyze the content and process of group communication, and multiple small groups increase the opportunity for

participation and feedback among students. Class activities and campouts also help break down barriers between older and younger participants. Students often do not have the opportunity to really get to know one another in traditional settings, and many learn they have much to offer one another.

The Survival Living teacher receives assistance from four student aides who have previously completed the course. These students obtain credit for their involvement from the physical education department or the school's alternative learning program. Aides teach specific course units and supervise group activities. The teacher feels the aides gain a great deal of respect from class participants and establish a rapport that an adult cannot totally duplicate.

Graduates of Survival Living frequently join the school's Outing Club, which is largely student organized. The Survival Living teacher runs a three-day leadership workshop for a dozen core club members. As a group, they try to discover and agree upon the qualities of an ideal leader, the process of shared leadership, and the facilitation of member inclusion. They work on task maintenance models and conflict resolution strategies. The skills and self-knowledge derived from this workshop and other club activities are applied to major organizational tasks, including a seventy person canoe trip.



SECTION IV

ONE HUNDRED PLUS: TEACHING RESOURCES

One comment repeatedly heard from teachers and administrators is: "Help us! There's a dearth of materials on the teaching of speaking and listening." Not so. There are plenty of materials. The problem is knowing where to look. Materials can be found under a multitude of topical labels such as: speech, speech communication, listening, speaking and listening skills, oracy, talk, drama, oral language, language arts, English, communication, oral communication, and language development and learning.

The pages that follow list and annotate over one hundred sources for teaching speaking and listening skills in elementary and secondary schools. These resources are grouped under three headings: Elementary School Materials (grades K-6), Secondary School Materials (grades 7-12), and Elementary Through Secondary School Materials (K-12.) Elementary educators should consult the first and third categories; secondary educators, the second and third categories. Junior high teachers should review all three categories because some materials in the elementary category extend through grade 8 or 9.

Most of the sources are intended for teachers and curriculum directors but a few books, particularly at the secondary level, are student texts. The annotations indicate when the source is for students.

This bibliography is not exhaustive. However, the selections combine theory and practice with emphasis on concrete applications, and provide curriculum options for integrated, interdependent and independent teaching. Each source does not necessarily meet both criteria. Some are more theoretical; others are completely devoid of theory. But each category of sources contains both kinds of materials.

A number of the sources are Theory and Research Into Practice (TRIP) booklets. These are inexpensive and sharply focused materials based on concrete educational needs. The TRIP booklets cited here are published by the Educational Resources Information Center Clearinghouse on Reading and Communication Skills (ERIC/RCS) in cooperation with the Speech Communication Association (SCA) and/or with the National Council of Teachers of English (NCTE.) These booklets blend academic theory with tested classroom practices.

The last part of this section, AND EVEN MORE, refers readers to additional resources that provide continuing assistance to educators. These include additional annotated bibliographies, journals, and ongoing projects.





Elementary School Materials

Auer, J.J., and Jenkinson, E.B. On Teaching Speech in Elementary and Junior High Schools. Bloomington, IN: Indiana University Press, 1971.

This source contains eight essays which address a specific topic and present practical teaching advice. They focus on topics such as oral language, speech improvement, drama, oral reading, and formal discourse.

Brooks, W., Higginbotham, D., and Brooks, G. Children's Communication. Dubuque, IA: Gorsuch Scarisbrick, 1980.

This book is a contemporary, well written treatment of communication development and teaching. It moves sequentially through language organization and development, communication development, communication bases for reading, listening, creative drama, communication confidence, and contemporary influences on children's communication. It is both practical and theoretical.

Carlson, R.K. Literature for Children: Enrichment Ideas. Dubuque, IA: W.C. Brown, Company, 1970.

Although this book focuses on enhancing the literature program of the elementary school, many of the activities suggested emphasize oral communication. Practical examples demonstrate how oral communication enriches other areas of the curriculum.

Cazden, C.D. Child Language and Education. New York, NY: Holt, Rinehart, and Winston, Inc., 1972.

This "foundation" source describes the acquisition and development of language in children. In addition to treating the acquisition of sound, syntax, and meaning, the author discusses environmental factors that affect language development, bilingualism and dialect differences, communication styles, and the role of language in cognition. The final chapter, "On Language Education," contains important implications for designing curricula and teaching language in the classroom.

Cazden, C.D., ed., Language Learning in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1972.

While this text focuses on the pre-school level of education, it treats issues that are relevant to primary grade teachers and administrators in language arts programs. Jean Gleason's article on improving children's communicative ability, Carol Chomsky's "Write Now, Read Later," and the evaluation section are particularly recommended.

Chambers, D.W. Storytelling and Creative Drama. Dubuque, IA: W.C. Brown, Company, 1970.

The ways in which one acquires competence in storytelling and in guiding children's development through creative drama are emphasized in this source. Many specific classroom teaching suggestions are given.

David, F. and Parker, K. Teaching for Literacy: Reflections on the Bullock Report. New York, NY: Agathon Press, 1978.

Major findings of the Bullock Report on the teaching of English in England are summarized here. Essays by British and American authors discuss language and cognitive development, language across the curriculum, teacher training and research implications. The authors advocate that all four of the language arts should be given equal importance. Furthermore, they state that the functions of language should be emphasized rather than the study of language as an entity.

Dickson, W.P., and Moskoff, M. A Meta-analysis of Referential Communication Studies: A Computer Readable Literature Review. Madison, WI: Wisconsin Research and Development Center for Individualized Schooling, University of Wisconsin, 1980.

While this report is theoretical, it provides a broad-based review of literature on the development of communication skills, particularly the informing function.

Dickson, W.P., and Patterson, J.H. Criteria for Evaluating Curriculum Materials Which Use Referential Communication Activities to Teach Speaking and Listening Skills. Working Paper No. 273. Madison, WI: Wisconsin Research and Development Center for Individualized Schooling, University of Wisconsin, 1979.

This reference focuses on communication games and activities for teaching speaking and listening skills, particularly informing skills. The authors propose eight criteria for evaluating speaking and listening curriculum materials.

Duke, C.R. Creative Dramatics and English Teaching. Urbana, IL: National Council of Teachers of English, 1974.

The relationship of creative dramatics to the development of the child and the applications of drama in education are explored in this work. One chapter suggests a sequence of activities for guiding children in creative dramatics. A handbook of resources proposes activities for introducing drama, sensory perception, pantomime, dialogue, improvisation, role-playing, and scripted drama.

Duker, S., ed., Listening: Readings. Metuchen, NJ: The Scarecrow Press, Inc., 1971.

This book covers a variety of issues related to listening such as: the nature of listening; the relationship of listening to reading and psychometric factors; the teaching and testing of listening skills; and research on listening.

Duker, S., ed., Teaching Listening in the Elementary School: Readings. Metuchen, NJ: The Scarecrow Press, Inc., 1971

This series of readings is organized around eleven themes and contains many teaching ideas. Themes include: general concepts about listening; teaching different kinds of listening; teaching listening in the primary and intermediate grades; materials for teaching listening; and testing listening skills.

Ehrlich, H.W. Creative Dramatics Handbook. Philadelphia, PA: The School District of Philadelphia, 1974. (Available through the National Council of Teachers of English.)

Based on the thesis that creative dramatics can help children develop language skills, this source provides hundreds of specific suggestions for implementing a creative dramatics program.

Glaus, M. From Thoughts to Words. Urbana, IL: National Council of Teachers of English, 1965.

This collection provides forty-one enrichment activities for the development of listening, speaking and writing skills. Lessons are organized around "self-expression," "word fun," and "meet the authors."

Gerbrandt, G.L. An Idea Book for Acting Out and Writing Language K-8. Urbana, IL: National Council of Teachers of English, 1974.

Emphasizing small group techniques, this book offers ideas for acting out language (pantomime, guessing games, charades, improvisation); writing out language (fables and unfinished sentences); and writing down language (scrambled sentences, dictated sentences.) In addition, it relates oral and written expression.

Hansen-Krening, N. Competency and Creativity in Language Arts: A Multiethnic Focus. Reading, MA: Addison-Wesley, 1979.

A helpful resource for those who teach children from diverse cultural and ethnic backgrounds, this book contains model lessons that utilize art, movement, sensory awareness, music, drama, and literature in the language arts. The author supports the use of standard English in the classroom to help children expand their knowledge of the language presented in many educational materials.

Henry, M.W., ed., Creative Experiences in Oral Language. Urbana, IL: National Council of Teachers of English, 1967.

Techniques for handling oral communication activities such as storytelling, creative dramatics, oral interpretation, choric interpretation and children's theatre are covered in this work.

Hoover, K.H., and Hollingsworth, P.M. A Handbook for Elementary School Teachers. Boston, MA: Allyn and Bacon, 1973.

This general "how-to-do-it" handbook provides a basic framework for instructional procedures such as classroom management, questioning, brainstorming, discussion, dramatic play, simulation games, teacher - pupil planning, inquiry - discovery, oral reporting, and film analysis. In the preface, the authors state their interest in practical simplicity, rather than a theoretical basis for the methods included.

Hopper, R., and Naremore, R.C. Children's Speech. New York, NY: Harper and Row, 1979.

The subtitle, "A Practical Introduction to Communication Development," aptly describes this book. Writing in a direct and unpretentious style, the authors describe the development of the sound system, syntax, semantics and uses of language as well as implications for classroom teaching. A good "foundation" source.

Huckleberry, A.W., and Strother, E.S. Speech Education for the Elementary Teacher. 2nd ed. Boston, MA: Allyn and Bacon, 1972.

This practical text presents a rationale for teaching oral communication in the elementary school. It also provides techniques and procedures for teaching expressive arts--choral reading, solo oral reading, storytelling, puppetry, creative dramatics, theatre for children, speaking and listening, and discussion. The final section focuses on the role of the classroom teacher in handling children with "speech correction" problems.

Klein, M.L. Talk in the Language Arts Classroom. Urbana, IL: ERIC/RCS, National Council of Teachers of English, 1977.

After defining talk as a unique form of language, the author describes functions of talk, factors that impinge upon talk, and a talk model for the language arts classroom. Practical suggestions are provided for conducting formal talk, dialogue, small group discussion, and dramatic talk.

Loban, W. The Language of Elementary School Children. Urbana, IL: National Council of Teachers of English, 1963.

This is one of the few longitudinal studies of children's language use, control and effectiveness. It is a research piece that probes the relationships among speaking, listening, reading and writing.

Lundsteen, S.W. Listening, Its Impact on Reading and the Other Language Arts. Urbana, IL: National Council of Teachers of English, 1979.

One of the few recent materials that synthesizes research and practice in listening. The author relates listening to each of the other language arts, presents a listening model and hierarchy of listening skills, and indicates how listening can be assessed. Many teaching materials are included.

McCaffrey, A. Testing a Model of Communicative Competence in the Classroom. Final Report; National Institute of Education Project #G-76-0042. Boston, MA: Judge Baker Guidance Center, 1980.

This report makes a case for studying the acquisition of language usage skills and portrays this as separate from but complementary to the acquisition of linguistic knowledge per se. A battery of tests are provided for evaluating elementary school children's speaking and listening skills.

McGregor, L., Tate, M., and Robinson, K. Learning Through Drama. Exeter, NH: Heinemann Educational Books, 1977.

The authors analyze drama as a four-part process: social interaction; use of voice, language, and body; content; and forms of expression. The chapter on assessing drama is particularly helpful.

Neuenschwander, J. Oral History as a Teaching Approach. Washington, DC: National Education Association, 1976.

Teachers of grades 4 through 8 will find these suggestions about combining social studies and communication processes very helpful. This work offers guidelines for teaching students interviewing skills and shows how listening and interviewing can be combined with oral history.

Nilsen, D.L.F., and Nilsen, A.P. Language Play: An Introduction to Linguistics. Rowley, MA: Newbury House, 1978.

This text focuses on what speakers do with language as they manipulate it for different effects. It provides samples of the creativity of language users rather than a theory of the nature of language. The authors advocate planning activities that allow children to play with language, and suggest activities for creating word plays.

O'Neill, C., Lambert, A., Linnell, R., and Warr-Wood, J. Drama Guidelines. Exeter, NH: Heinemann Educational Books, 1977.

Teachers inexperienced in drama will discover many ideas for starting drama, movement, improvisation, role playing, storytelling, and playmaking in this book. It is organized in three sections: drama in practice, lessons, and aspects of drama.

Pierini, M.P.F. Creative Dramatics: A Guide for Educators. New York, NY: Herder and Herder, 1971.

This practical handbook is full of teaching ideas. After a discussion of the basic concepts of creative drama, activities are depicted which center around action, art and storytelling--all within the context of creative dramatics.

Possein, W.M. They All Need To Talk. New York, NY: Appleton-Century-Crofts, 1969.

Written by a classroom teacher who is convinced that a fundamental cause of difficulties with language usage is lack of provision for development of oral language skills, this paperback provides specific teaching situations, techniques, and procedures in areas such as creative dramatics, discussion, reporting, choral reading, and word games. It is a very practical source.

Rubin, D. The Intermediate Grade Teacher's Language Arts Handbook. New York, NY: Holt, Rinehart and Winston, 1980.

Written to complement the Primary Grade Teacher's Language Arts Handbook by the same author (see below), this book includes sections on listening, oral communication, vocabulary, writing, spelling and word usage.

Rubin, D. The Primary Grade Teacher's Language Arts Handbook. New York, NY: Holt, Rinehart and Winston, 1980.

This handbook follows a sequential ordering of language arts skills: listening, speaking, vocabulary, writing, spelling and word usage. It contains many ideas for language arts activities plus diagnostic checklists and lesson plans.

Schor, A., and Verrall, C. 100+ Ideas for Drama. Exeter, NH: Heinemann Educational Books, 1977.

Readers are introduced to many practical and rich suggestions for using drama in the classroom. Definitely a how-to-do-it resource.

Sealey, L.G.W., and Gibbons, V. Communication and Learning in the Primary School. New York, NY: Schocken Books, 1972.

The thesis of the British authors is that communication is the thread "that shapes and unifies primary school activity." All the communication arts are interwoven as a means of learning. This viewpoint is amply translated into actual classroom practices based on the experiences of many teachers.

Shuman, R.B. Educational Drama for Today's Schools. Metuchen, NJ: The Scarecrow Press, 1978.

A series of essays which clarify how drama contributes to all areas of the curriculum. Covering theory and technique, the articles show how drama nurtures creativity, upgrades the basics, and develops language.

Sticht, T., Beck, L.J., Hauke, R.N., Kleiman, G.M., and James, J.H. Auding and Reading: A Developmental Model. Alexandria, VA: Human Resources Research Organization, 1974.

This source is theoretical and research based. It presents a view of interrelationships among listening, speaking, reading, and writing that have implications for curriculum design.

Tiedt, S.W., and Tiedt, I.M. Language Arts Activities for the Classroom. Boston, MA: Allyn and Bacon, 1978.

Well over one hundred activities for teaching speaking, listening, grammar, spelling, vocabulary and writing are contained in this book. The final chapter lists many resources, both print and non-print, for the teacher.

Wagner, J.A. Children's Literature Through Storytelling. Dubuque, IA: W.C. Brown, 1970.

This material helps teachers tell stories to children more effectively. It also contains chapters on dramatic play, listening, and teaching children to become storytellers.

Walden, J., ed., Oral Language and Reading. Champaign, IL: National Council of Teachers of English, 1969.

These eight articles focus on various approaches to teaching reading as it is supported by oral language. The article by Walter Loban contains practical suggestions for linking spoken language with writing, reading, usage, and listening.

Way, B. Development Through Drama. London: Longmans, Green and Co., 1967.

Written by a well known source on the theory and teaching of drama, this book emphasizes how children develop through spontaneous drama and offers many practical ideas.

Wiemann, M.O., and Wiemann, J.M. Nonverbal Communication in the Elementary Classroom. Annandale, VA: ERIC/RCS, Speech Communication Association, 1975.

The authors describe the four elements of nonverbal communication--environment and personal space, body movement and orientation, the face and eyes, and vocal behavior--and discuss their overall significance. This TRIP booklet offers twenty-five activities through which children can improve their ability to communicate by nonverbal means.

Wilkinson, A. The Foundations of Language: Talking and Reading in Young Children. London: Oxford University Press, 1971.

A readable source that discusses the elements of language, language acquisition, and the interrelation between speech and reading. This is not a how-to-do-it book, but is excellent "foundation" material.

Williams, F., Hopper, R., and Natalicio, D.S. The Sounds of Children. Englewood Cliffs, NJ: Prentice-Hall, 1977.

A readable book that discusses issues such as language and child development, language differences among children, and teacher attitudes toward language variation. One chapter stresses the sounds of Black English and another the language of the native Spanish-speaking child. The book includes recordings that demonstrate children's speech, enabling the reader to hear the child's speech rather than simply read a transcription.

Wood, B.S. Children and Communication: Verbal and Nonverbal Language Development. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

A recent and thorough text that reviews children's language and communication development. It synthesizes and interprets a great deal of research in a meaningful way. The author has included an excellent section on nonverbal language development and many charts that show stage-by-stage development of language. More of a "foundation" than a "how to teach" source, readers can develop richer sequential programs with this kind of reading as background material.

Wood, B.S., ed., Development of Functional Communication Competencies: Pre-K-Grade 6. Annandale, VA: ERIC/RCS, Speech Communication Association, 1977.

This TRIP booklet describes the competent child as a communicator, and reviews the functional communication approach. It also contains thirty activities for teaching functional communication on the pre-primary, primary and elementary levels.

Secondary School Materials

Allen, R.R., Parish, S. and Mortensen, D. Communication: Interacting Through Speech. Columbus, OH: Charles E. Merrill Publishing Co., 1974.

A student text that highlights interpersonal, public, and mass communication.

Allen, R.R., Willmington, S.C., and Sprague, J. Speech Communication in the Secondary School. 2nd ed., Boston, MA: Allyn and Bacon, Inc., 1976.

A thorough methods text that covers the teaching of public speaking, interpersonal communication, theatre, radio, television, and film. Classroom management and co-curricular speech activities are also discussed in detail.

Auer, J.J., and Jenkinson, E.B., eds., Essays on Teaching Speech in the High School. Bloomington, IN: Indiana University Press, 1971.

This collection of eleven essays contains specific activities for teaching informative and persuasive speaking, parliamentary procedure, discussion, argumentative speaking, and speech criticism.

Bacon, Wallace A. Oral Interpretation and the Teaching of Literature in Secondary Schools. Annandale, VA: Speech Communication Association, 1974.

This source focuses on the oral experience of literature. It is appropriate for secondary school educators seeking new ways to involve students both in meaningful exploration of literature and the development of effective communication skills. Student and teacher comments and suggestions for reading a poem, a play, and a story make this source practical and useful.

Barbour, A. and Goldberg, A.A. Interpersonal Communication: Teaching Strategies and Resources. Annandale, VA: ERIC/RCS, Speech Communication Association, 1974.

This practical booklet is full of activities and materials for teaching interpersonal communication. The text covers models, principles and evaluation of interpersonal communication. A good introductory source for the person unfamiliar with interpersonal communication.

Beyer, B., Lee, C., and Wilkinson, C. Speaking of . . . Communication/Interpretation/Theatre. Glenview, IL: Scott Foresman and Co., 1975.

This student text covers interpersonal communication, small group communication, public speaking and debate. Four chapters focus on oral interpretation, and eight chapters stress theatre.

Blankenship, J., and Stelzner, S.L. Speech Communication Activities in the Writing Classroom. Annandale, VA: ERIC/RCS, Speech Communication Association, 1979.

After presenting a brief rationale for teaching speech activities in the writing classroom,

the source presents a two-semester sequence for teaching speaking and writing skills. Six units focus on communication, definition, reasoning analysis, argument, and persuasion. Each unit contains specific objectives, activities, and evaluation criteria.

Book, C., and Galvin, K. Instruction In and About Small Group Discussion. Annandale, VA: ERIC/RCS, Speech Communication Association, 1975.

Another TRIP booklet which is full of practical ideas for teaching discussion skills. Major topics include norms, cohesiveness, conformity, problem-solving, decision-making, networks, roles and leadership.

Book, C.L., Heaven, S.V., Kreger, M., and Sprague, J. Contract Grading in Speech Communication Courses. Annandale, VA: ERIC/RCS, Speech Communication Association, 1978.

This TRIP booklet explains how to use contract grading to teach communication principles and skills. It also provides sample contracts, tips and cautions.

Braden, W., ed., Speech Methods and Resources. 2nd ed. New York, NY: Harper and Row Publishers, 1972.

A text full of methods for teaching public speaking; discussion; debate; the basic communication course; interpretation; drama; broadcast media; and speech content, voice, diction and delivery. Course planning, textbook selection, and evaluation are also reviewed.

Brooks, W.D., and Friedrich, G.W. Teaching Speech Communication in the Secondary School. Boston, MA: Houghton Mifflin, 1973.

This "methods" text covers a broad spectrum of speech instruction in the secondary school including developing objectives; planning lessons; evaluating, testing, and grading students; and using resource materials. The authors suggest many specific activities and assignments in interpersonal communication, public speaking, oral interpretation and drama, radio, television, and film.

Buys, W.E. Speaking By Doing. Skokie, IL: National Textbook Company, 1974.

A workbook for students, this source provides a set of sequentially graded experiences. Both speaking and listening are stressed for different purposes: to inform and learn, for fun and recreation, to persuade, and to solve problems.

Carlile, C.S. 38 Basic Speech Experiences. 5th ed., Pocatello, ID: Clark Publishing Co., 1972.

This student work-text includes tear-out pages covering orientation speeches, courtesy speeches, special kinds of speeches, oral reading, discussion, debate, and radio and television speaking.

Covert, A., and Thomas, G.L. Communication Games and Simulations. Annandale, VA: ERIC/RCS, Speech Communication Association, 1978.

How to use games to teach communication concepts such as trust, feedback, and persuasion are specifically explained in this TRIP booklet. Each of the eleven activities includes objectives, directions, and debriefing suggestions.

Crowley, S., ed., Speech and Drama in the English Class. Urbana, IL: National Council of Teachers of English, 1978.

Published as the April, 1978, issue of *Arizona English Bulletin*, this source provides activity suggestions for role-playing, oral interpretation, small group work, and mounting *Macbeth* as a radio play.

Elson, E.F., and Peck, A. The Art of Speaking. 3rd ed., Lexington, MA: Ginn and Co., 1974.

A variety of speech activities are covered in this student text. While public speaking is emphasized, other speech forms such as reading aloud, debating, group discussion, business talk, conversation, radio and television, and listening are also treated.

Fernandez, T.L. Oral Interpretation and the Teaching of English. Urbana, IL: National Council of Teachers of English, 1969.

This collection of ten articles focuses on the teaching of oral interpretation in the secondary school. Topics include oral interpretation as an approach to understanding literature, teaching delivery techniques of oral interpretation, readers' theatre, and uses of oral interpretation in directing and motivating outside reading.

Fessenden, S.A., Johnson, K., Larson, P.M., and Good, K.M. Speech for the Creative Teacher. Dubuque, IA: W.C. Brown, 1973.

This work seeks to improve the teacher's communication skills and help the instructor use communication activities to enhance teaching and learning.

Fletcher, J.E., and Surlin, S.H. Mass Communication Instruction in the Secondary School. Annandale, VA: Speech Communication Association, 1978.

The status of mass communication instruction, many curricular objectives and activities and cocurricular practices are reported here. The authors provide alternatives for independent and interdependent instruction, and ample course outlines.

Galvin, K., and Book, C. Person-to-Person: An Introduction to Speech Communication. Skokie, IL: National Textbook Company, 1973.

A graphically attractive student text that balances communication theory with practical application. The material covers intrapersonal, interpersonal, small group, and one-to-group communication. A teacher's guide that contains a number of classroom exercises is included.

Galvin, L. and Book, C. Speech Communication: An Interpersonal Approach for Teachers. Skokie, IL: National Textbook Company, 1972.

This book contains objectives, exercises, and resources in the following areas: introduction to communication, encoding and decoding messages, intrapersonal communication, one-to-one communication, group communication, one-to-group communication, and nonverbal communication.

Hanks, L.D., and Anderson, M. From Thought to Speech. Lexington, MA: D.C. Heath and Company, 1969.

A student text consisting of twenty-eight chapters on a range of topics such as: listening, public speaking, critical thinking, interviewing, discussion, debate, and oral interpretation.

Hawkins, T. Group Inquiry Techniques for Teaching Writing. Urbana, IL: ERIC/RCS, National Council of Teachers of English, 1976.

This source stresses the use of small group techniques for teaching composition. It offers practical advice on organizing groups, handling typical difficulties, and facilitating group interaction.

Hedde, W.G., Brigance, W.N., Powell, V.M. Patterns in Communication: A Guide to Speech and Critical Listening. New York, NY: J.B. Lippincott Co., 1973.

The focus of this student text is on the fundamentals of communication: the body, the voice, pronunciation, listening; public speaking; discussion; oral interpretation; and drama.

Jandt, F.E., and Hare, M. Instruction in Conflict Resolution. Annandale, VA: ERIC/RCS, Speech Communication Association, 1976.

Teachers learn how to respond effectively to conflict in the classroom and apply conflict resolution to the adolescent. Activities covering role playing, gaming, games and exercises, simulations, and films are included.

Kemp, R.L., and Gillespie, P. Speech: An Important Skill. Westchester, IL: Benefic Press, 1974.

This is a text for students that covers listening, the voice, body speech, oral interpretation, theatre, the mass media, discussion, persuasive speaking, debate, and parliamentary procedure.

Language of Man Series. Evanston, IL: McDougall-Littel and Co., 1971.

(See particularly Dialects and Levels of Language, Coping with the Mass Media, Using Figurative Language, Communicate!, and How Words Change Our Lives.)

This series consists of brief paperback student texts that deal with issues in semantics, mass communication, dialects, and uses of language.

Leubitz, L. Nonverbal Communication. Skokie, IL: National Textbook Company, 1973

This resource packet contains a teacher's guide, picture materials, and activity cards for teaching nonverbal communication. It presents an overview of nonverbal communication and numerous related activities.

Maynard, R.A., ed., Messages and Meaning. New York, NY: Scholastic Book Services, 1979.

This student text focuses on mass communication: the press, television, and media persuasion. The last section deals with the growth, techniques and processes of media persuasion and techniques for coping with media persuasion.

Minteer, C. Understanding in a World of Words. San Francisco, CA: International Society for General Semantics, 1970.

This text, suitable for the junior high school student, emphasizes principles of semantics.

Nadeau, R.E. Speech-Communication: A Modern Approach. Reading, MA: Addison-Wesley Publishing Company, 1973.

A student text that discusses the responsibilities of the listener in all communication situations. Chapters cover describing, explaining, and clarifying; planning; reasoning; using language intelligently; and working together in discussion.

Nelson, O., and LaRusso, D. Oral Communication in the Secondary School Classroom. Englewood Cliffs, NJ: Prentice-Hall, 1970.

This book follows the theme, "better teaching and learning through better speaking and listening." It explores ways in which teachers may use speech as an effective medium of learning regardless of subject matter. Key speech forms such as discussion, dramatization, the short talk, and oral interpretation of literature are applied in English, social studies, mathematics and science, and the fine and applied arts.

Newcombe, P.J., and Robinson, K.F. Teaching Speech Communication. New York, NY: David McKay Co., 1975.

A comprehensive methods text, this book covers curricular and co-curricular aspects of teaching speech communication. It suggests many materials on curriculum design and teaching listening, interpersonal communication skills, public speaking, oral interpretation, mass communication and theatre.

Newmark, E., and Asante, M.K. Intercultural Communication. Annandale, VA: ERIC/RCS, Speech Communication Association, 1976.

The purpose of this TRIP booklet is to provide basic concepts of intercultural communication. Many activities to increase intercultural awareness and sensitivity are presented under six themes: observation and self-discovery, literary analysis, value clarification, evaluative skills, role playing and simulation games.

Prentice, D., Pollard, T., and McComas, P., eds., Speech, Drama, and Mass Media: Practical Activities for Classroom Teachers. Lawrence, KS: University of Kansas, 1979.

Suggested for junior and senior high school students, this curriculum guide covers the fundamentals of public speaking, group discussion, mass media, oral interpretation, and drama. Each section lists objectives, skills to be taught, activities and evaluation procedures.

Ratliffe, S., and Herman, D. Adventures in the Looking-Glass. Skokie, IL: National Textbook Company, 1974.

This text for junior or senior high school students, emphasizes exploring self, information systems, perception, symbols, beliefs, decision-making, messages, and emotional climates.

Reeves, R. Ideas for Teaching English: Grades 7-8-9. Urbana, IL: National Council of Teachers of English, 1966.

Practices for teaching reading, composition, speech, mass media, vocabulary building, literature, spelling and dictionary study are described here.

Reid, L. Teaching Speech. 4th ed. New York, NY: McGraw-Hill Book Company, 1971.

A broad based "methods" text, this book explains how to teach basic speech skills, speech activities, and co-curricular activities.

Stanford, G., and Stanford, B.D. Learning Discussion Skills Through Games. New York, NY: Citation Press, 1969.

A sequence of skill-building games and activities are suggested to give students practice in discussion techniques. This practical handbook also presents remedial devices for solving group problems such as everyone talking at once, hostility, and straying from the topic.

Stewart, C.J. Teaching Interviewing for Career Preparation. Annandale, VA: ERIC/RCS, Speech Communication Association, 1976.

The twenty-six activities in this TRIP booklet are organized around four themes: introduction to interviewing, fundamentals of interviewing, informational interviewing, and employment interviewing.

Wakefield, B. Perception and Communication. Annandale, VA: ERIC/RCS, Speech Communication Association, 1976.

This TRIP booklet presents the thesis that an understanding of perception improves communication. Twenty-two high school level activities are suggested.

Wolvin, A.D., and Coakley, C.G. Listening Instruction. Annandale, VA: ERIC/RCS, Speech Communication Association, 1979.

After defining listening, identifying different purposes for listening and suggesting how listening skills can be improved, this TRIP booklet provides thirty-eight listening activities.

Wood, B.S., ed., Development of Functional Communication Competencies: Grades 7-12. Annandale, VA: ERIC/RCS, Speech Communication Association, 1977.

This TRIP booklet is a companion piece to this author's book on the Pre-K-Grade 6 level. It describes the competent adolescent as a communicator and includes nineteen functional communication activities for grades 7-8 and 9-12.

Work, J., Work, W., Ewing, R.G, Strine, J., Peluso, J., and Vosburg, D. Houghton Mifflin Communication Workshop. Boston, MA: Houghton Mifflin Co., 1975.

Each of these five, short, paperback texts for students deals with a specific topic: expressing, relating, investigating, public speaking, and acting and directing.

Elementary Through Secondary School Materials

Alameda County School Department. The Reticent Child in the Classroom: Oral Communication Concepts and Activities. Hayward, CA: Alameda County School Department, 1969.

This manual for K-12 teachers provides a brief rationale for teaching oral communication in the classroom. It presents practical activities organized around twelve basic concepts, such as "one person should speak at a time," "opportunities should be provided for everyone to participate orally," and "when in doubt, when curious, when interested, ask questions."

Allen, R.R., and Brown, K.L., eds., Developing Communication Competence in Children. Skokie, IL: National Textbook Company, 1976.

A basic reference that emphasizes the functional communication approach to instruction, this source provides a research supported review of children's development as communicators. It contains a chart of communication development, pre-K through grade 12; graded teaching objectives; research reviews and reports; and a basic teaching framework.

Cazden, C.B., John, V.P. and Hymes, D., eds., Functions of Language in the Classroom. New York, NY: Teachers College Press, Columbia, 1972.

These essays and research reports sensitize teachers to the functions of verbal and non-verbal language and to the differences between the language of the classroom and the language of the child's own home and culture. While this source does not emphasize teaching activities, it helps teachers understand the implications of teaching communication in a culturally diverse society.

Clapp, O., and National Council of Teachers of English Committee on Classroom Practices. Classroom Practices in Teaching English, 1977-78: Teaching the Basics - Really! Urbana, IL: National Council of Teachers of English, 1977.

A collection of thirty articles on teaching a variety of language art skills, this book includes a section that focuses on listening, thinking and discussion skills and another that emphasizes literary and cinematic criticism.

Cooper, P. Classroom Communication. Dubuque, IA: Gorsuch Scarisbrick Publishers, 1980.

Classroom management, rather than teaching communication skills, is the focus of this resource. It integrates theory with practice and makes liberal use of classroom activities. Chapters address nonverbal communication, information dispensing, leading classroom discussions, and small group communication in the classroom all from the aspect of management.

Davis, R. Introduction to Film Making. Annandale, VA: ERIC/RCS, Speech Communication Association, 1975.

Film types, mechanics and the filmmaking process are explained in this TRIP booklet. Twenty-eight filmmaking activities, using minimal equipment, can be adapted to different educational levels.

Dieterich, D., ed., Teaching About Doublespeak. Urbana, IL: National Council of Teachers of English, 1976.

After presenting a theoretical basis for studying public language, this source provides teachers with suggestions for helping students deal with persuasion. The elementary school section suggests a unit on consumer education and ways to develop students' evaluative listening. The secondary school section describes approaches to helping students in their study of the language of politics, and advertising, with an awareness of sex stereotyping.

Dixon, J. Growth Through English. Reading, England: National Association for the Teaching of English, 1976. Available through National Council of Teachers of English.

This is the third edition of a book that grew out of the 1966 Dartmouth Conference on the Teaching of English in the United Kingdom and the United States. Two new chapters give a perspective on the 70's. The report treats language and personal growth, processes in language learning, class activities, and continuity in programs.

Ecroyd, D.R. Speech in the Classroom. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969.

A brief, well written text that shows teachers how to develop basic skills in oral presentations in the classroom.

Feezel, J.D., Brown, K.R., and Valentine, C.A. Selected Print and Nonprint Resources in Speech Communication: Grades K-12. Annandale, VA: ERIC/RCS, Speech Communication Association, 1976.

An annotated bibliography listing 201 materials for students and teachers related to teaching speech communication. All materials are coded for appropriate grade level and content. The content covers thirteen different speech topics such as language development and semantics, interpersonal communication, group discussion, public speaking, and drama.

Friedrich, G., ed., Teaching Speech Communication. Washington, DC: National Education Association (NEA), forthcoming.

This NEA "Education for the Eighties" monograph, covers speech communication from the elementary school through the college level. Topics covered in this collection of essays include basic communication skills; intercultural, interpersonal, and mass communication; oral interpretation; organizational communication; pragmatic communication; and public address.

Friedrich, G.W., Galvin, K., and Book, C.L. Growing Together: Classroom Communication. Columbus, OH: Charles E. Merrill Publishing Co., 1976.

The authors discuss the classroom as a communication system, teacher and student roles, developing a communication climate, and how communication contributes to learning.

Gallo, D.R. A Gaggle of Gimmicks. Urbana, IL: National Council of Teachers of English, (NCTE), 1978.

This source is really the spring 1978 issue of the *Connecticut English Journal*, but is available through NCTE. It contains practical ideas for rainy days, shortened periods, and the last five minutes of class.

Hance, K.G. The Michigan Speech Association Curriculum Guides. Skokie, IL: National Textbook Company, 1972.

The guides include eight specific courses of study: Speech Activities in the Elementary School; Speech and Drama in the Intermediate School; Speech Communication in the High School; Dramatic Arts in the Secondary School; Debate in the Secondary School; Discussion in the Secondary School; Oral Interpretation in the Secondary School; and Radio, Television, and Film in the Secondary School.

Hennings, D.G. Mastering Classroom Communication: What Interaction Analysis Tells the Teacher. Pacific Palisades, CA: Goodyear Publishing Co., 1975. The teacher comes to understand communication in the classroom and learns to analyze verbal and nonverbal interaction.

Hoetker, J. Theatre Games: One Way into Drama. Urbana, IL: ERIC/RCS, National Council of Teachers of English, 1975.

Drawing on Viola Spolin's Improvisation for the Theatre, this source contains a structured set of dramatic activities that introduce students to drama and prepare them to act on the stage.

Hunkins, F.P. Involving Students in Questioning. Boston, MA: Allyn and Bacon, 1976.

The author describes strategies for involving students in questioning along with many examples and activities. These include questions in the cognitive and affective domains; involving students in planning; using and assessing questions; and relating questions to teaching models.

Hurt, T., Scott, M.D., and McCroskey, J.C. Communication in the Classroom. Reading, MA: Addison-Wesley, 1978.

This text shows how principles of communication can be applied to classroom settings to facilitate student learning. Classroom management is emphasized more than direct teaching of communication skills.

Institute for Development of Educational Activities. Learning in the Small Group. Melbourne, FL: Institute for Development of Educational Activities, 1971.

This thirty-one page manual succinctly treats the small-group process, teaching skills, and structuring the small group. Twelve variations of small groups are discussed: the tutorial group, the research group, the investigative group, the group-talk model, the brainstorming group, and the value-clarifying group. Each variation is explained in terms of objectives, group size, purpose, teacher role, student role, and technique.

Lane-Palagyi, A. Successful School Assembly Programs. West Nyack, NY: Parker Publishing Co., 1971.

Fourteen chapters cover every aspect of assembly planning, production, and evaluation. They include tips on managing the student audience, the role of the administration, producing the assembly, and possible programs. This practical text shows principals and teachers how to make assemblies a viable part of the curriculum.

Larson, C., Backlund, P., Redmond, M., and Barbour, A. Assessing Functional Communication. Annandale, VA: ERIC/RCS, Speech Communication Association, 1978.

This source discusses conceptual issues related to communication competence and functional communication, and reviews ninety instruments that assess various communication skills. The instruments test language development; communication appropriateness; listening; apprehension/anxiety; interaction; and disclosure, style, and attitude. The instruments are grouped by age level: infancy-elementary, junior-senior high, and college-adult.

Loban, W. Language Development: Kindergarten Through Grade 12. Urbana, IL: National Council of Teachers of English, 1976.

This longitudinal research report follows the language development of 211 children through the elementary and secondary school years. The author points out differences between children who use language effectively and those who do not.

Lynn, E. Improving Classroom Communication: Speech Communication Instruction for Teachers. Annandale, VA: ERIC/RCS, Speech Communication Association, 1976.

This document reports on a study of the nature and growth of courses in the theory and skills of classroom communication for practicing teachers. It contains an extensive, annotated list of resources on teacher-student interaction in the classroom such as questioning, listening, lecturing and reading aloud, using group processes, and language. This material is also useful for identifying the kind of teacher training needed for teaching communication skills.

McCroskey, J.C. Quiet Children and the Classroom Teacher. Annandale, VA: ERIC/RCS, Speech Communication Association, 1978.

A TRIP booklet that offers both research and practical teaching tips focusing on quiet children. The author presents five different kinds of quiet children: those with skill deficiencies, those who are socially introverted, those who are socially alienated, those from a variety of cultural and ethnic backgrounds, and those who experience communication apprehension.

Moffett, J. A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Boston, MA: Houghton-Mifflin, 1968.

A practical text full of concrete ideas for teaching the language arts. The handbook contains suggestions for talk and drama activities, and integrates oral communication and writing.

Moffett, J. Teaching the Universe of Discourse. Boston, MA: Houghton-Mifflin, Co., 1968.

This book is an exciting and readable presentation of the theory of teaching English in elementary and secondary schools. The author analyzes kinds and orders of discourse; and integrates drama, talk, and writing. These ideas form the basis for Moffett's companion text A Student-Centered Language Arts Curriculum, K-13.

Phillips, G.M., Butt, D., Metzger, N.J. Communication in Education. New York, NY: Holt, Rinehart and Winston, 1974.

Oral communication instruction receives a broad and concrete treatment in this work. Chapters discuss communication development, the "clinical" responsibility of the classroom teacher, and objectives and contents for an instructional program in oral communication.

Phillips, G.M., Dunham, R.E., Brubaker, R., and Butt, D. The Development of Oral Communication in the Classroom. New York, NY: Bobbs-Merrill Co., 1970.

Various strategies for oral communication instruction are treated by these authors. A sampling includes: a teaching-learning model, communication development, curriculum design and objectives, establishment of a classroom verbal community, interrelationships among language arts, and communication problems such as speech and hearing disorders, and quiet and noisy children.

Robinson, K.F., and Becker, A.B. Effective Speech for the Teacher. New York, NY: McGraw-Hill, 1970.

This text concentrates on the need for improved oral communication in the teaching process; and the need for improvement of the teacher's speech. It covers the basic skills of thinking, listening, oral language, voice, body, and preparation for speaking; and the uses of speech in discussion, business meetings, personal conference and classroom speaking.

Shane, H.G., and Walden, J. Classroom-Relevant Research in the Language Arts. Washington, DC: Association for Supervision and Curriculum Development, 1978. (Also available through the National Council of Teachers of English.)

The most recent classroom-related language arts research is reported including listening and composition as well as other areas of language arts.

Southwest Educational Development Laboratory. Improving Basic Skills Instruction: A Superintendent's Perspective. Austin, TX: Southwest Educational Development Laboratory, 1979.

While this source does not focus on speaking and listening skills per se, it does review current research about basic skills programming and research that is useful to school administrators. Four topics are covered: program objectives and planning strategies; and program, instructional, and classroom management.

Stanford, G., and National Council of Teachers of English Committee on Classroom Practices. Classroom Practices in Teaching English, 1978-79: Activating the Passive Student. Urbana, IL: National Council of Teachers of English, 1978.

These twenty-seven articles focus on involving students in using English, not just absorbing it. While the articles are grouped around reading, composing, poetry, and research, they stress small group work, role-playing, and dramatics.

Wood, D.M., and Wylie, D.G. Educational Communications. Belmont, CA: Wadsworth Publishing Company, 1977.

This source is a mini-encyclopedia and a wealth of information about public television and instructional communication. Classroom teachers will appreciate the sections on media in the curriculum and visual literacy. It covers basic topics such as viewing conditions, and simple types of classroom equipment.

And Even More

In addition to the materials previously cited, readers can obtain assistance from sources such as:

The Cultural Education Collaborative
164 Newbury Street
Boston, MA 02116
Tel. (617) 267-6254

The Cultural Education Collaborative has published two documents with a career education focus:

Index of Sample Activities provides numerous concrete activities that integrate speaking and listening skills in the arts, language arts, mathematics, social studies and sciences. The unique feature of this publication is that it focuses on the contributions of cultural organizations in Massachusetts to education.

Schools and Museums, Zoos, Arts Centers, Aquariums, Dance Companies, Science Centers, and Theatre Companies describes "programs which are available to schools for planning educational activities using the resources of Boston area cultural institutions for the 1980-81 school year." A number of the programs listed incorporate basic skills activities.

Education Development Center
School and Society Programs
55 Chapel Street
Newton, MA 02160
Tel. (617) 969-7100

Exploring Childhood is a parenting/child development program prepared for junior and senior high schools in which students learn about child development and themselves while working closely and regularly with young children. Exploring Childhood: Program Overview and Catalog of Parenting/Child Development Materials (1980-82) describes the program; learning objectives; student, teacher and parent materials; and field services. Most of the modules involve a range of communication and self-awareness activities.

Educational Resources Information Center (ERIC)
Resources in Education
Superintendent of Documents
United States Government Printing Office
Washington, DC 20402

Resources in Education is a publication which lists and abstracts published and unpublished materials including curriculum guides. Many materials are available on microfiche cards for less than \$1.00. One can also retrieve abstracts that focus on a specific level of education for a fee. By using topical labels such as those mentioned in the first parts of this section, and by indicating grade level, e.g. speaking and listening/elementary school, a wealth of resources not listed here become readily available.

National Council of Teachers of English (NCTE)
1111 Kenyon Road
Urbana, IL 61801
Tel. (217) 328-3870

In addition to publishing the resources mentioned earlier, NCTE publishes *Language Arts*, a journal for elementary classroom teachers. The publication is released monthly, September through November and January through May. The council also publishes *The English Journal* for middle, junior, and senior high school teachers. This journal appears on the same schedule as *Language Arts*. Both journals include regular columns, such as resource reviews, and feature articles which sometimes focus on oral communication.

Project Signals
37 West Main Street
Norton, MA 02766
Tel. (617) 285-9724
Contact: David M. Blocker, Director

Funded through Title IV-C, this project develops instructional materials and evaluation instruments in speaking and listening for elementary school districts. Signals has already published two booklets for parents: Parents and Children, Listening and Speaking, and Child Talk: A Parents' Resource Booklet of Speaking and Listening Activities: Grades K-2. They are also preparing a booklet of ideas for classroom teachers and piloting a longer manual of activities.

Resource and Referral Service
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210
Tel. (800) 848-4815

Resources for Basic Skills lists organizations providing resources for basic skills in oral/written communication, reading, and mathematics.

Speech Communication Association
5105 Backlick Road
Annandale, VA 22003
Tel. (703) 750-0533

The Speech Communication Association (SCA) also publishes these pertinent materials.

Communication Education is a quarterly journal that focuses on the teaching of all aspects of speech communication. The journal includes: major research articles; reports of successful teaching practices; and reviews of print and non-print resources, and ERIC materials. Since the journal covers all levels of education, not all its materials are applicable to elementary and secondary education. However, of particular interest are the September, 1977, issue which deals with developmental drama and speech communication in the elementary and secondary school, and the November, 1978, issue with its focus on basic speaking and listening skills.

SCA has also published Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates, a list of nineteen basic skills. Each skill is applied in occupational, citizenship, and home-life contexts. Another publication, Standards for Effective Oral Communication Programs, describes the necessary characteristics of effective communication programs, the kinds of support needed, and assessment standards.

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